



NATHANIEL WOODHULL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 29Q035
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 035Q **SCHOOL NAME:** Nathaniel Woodhull

SCHOOL ADDRESS: 191-02 90th Avenue, Queens NY 11423

SCHOOL TELEPHONE: (718) 465-6820 **FAX:** (718) 217-4314

SCHOOL CONTACT PERSON: Mark Dempsey **EMAIL ADDRESS:** mdempsey@scho
ols.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Mark Dempsey</u>
PRINCIPAL:	<u>Mark Dempsey</u>
UFT CHAPTER LEADER:	<u>Ellen Eichinger</u>
PARENTS' ASSOCIATION CO-PRESIDENTS:	<u>Keisha Harbajan & Athena Tsavtarides</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>N/A</u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 29 **SSO NAME:** Cluster 1 CFN 2

SSO NETWORK LEADER: Marlene Wilks

SUPERINTENDENT: Lenon Murray

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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Mark Dempsey	*Principal	
Ellen Eichinger	*UFT Chapter Chairperson	
Keisha Harbajan	*PTA Co-President	
Athena Tsavtarides	PTA Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Melissa Evans	Parent	
Kakoli Bhowmik	Parent	
Chamwantie Fredrick	Teacher	
Paul Ruiz	Teacher	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

SCHOOL VISION AND MISSION

We see our school as a community where all members, students, and parents, support each other, address, accept, and meet the needs of individuals, and create an atmosphere where learning, creativity, and participation take place. Ideally, the members of our community will be life-long learners, flexible, and adaptable to change, responsible and accountable, and will become active participants in our school and society. They will have long term goals. High self-esteem, respect for themselves and all others. The members will develop decision-making skills, critical thinking skills, and the ability to communicate effectively. All members of our school community will share accountability for creating a positive and supportive education environment for achieving successful student outcomes.

Our mission is to provide a Standards based environment that meets the academic, social, and emotional needs of our children to increase academic achievement and individual expression. We will work with staff, parents, all students, and the community to maximize and provide a nurturing and supportive environment that will enhance academic progress and a love for learning. We will incorporate the richness of our children's diverse cultures into instructional programs and encourage participation in the arts to promote success in all aspects of learning. Our goal is to perceive concerns, assess needs, and work for solutions.

Located in Hollis, Queens, PS 35 is a Pre-K through 5 school that serves a diverse student population from a wealth of immigrant communities - from Guyana to the Philippines. PS 35 is located between bustling Jamaica and Hillside Avenues in a three-story brick building typical of other elementary schools constructed in the 1930s. A later addition to the school's east wing is modern and air-conditioned. There are two trailers that house four classrooms in the schoolyard, which is still large enough to provide students with an outdoor play space.

After three successive years of principal turnover, the current administrative team has been successful in creating a positive and inviting school learning community. This process included the development of "Professional Learning Teams" where teacher groups focus on analyzing data in order to inform curriculum development and improve student progress. This process is facilitated through the scheduling of several common preparation periods each week. In order to address the needs of students in our targeted subgroups, there is one 4th-grade Collaborative Team Teaching (CTT) class, two self-contained classes and one Special Education Teacher Support Services (SETTS) Teacher. Since our school serves a large and diverse immigrant community, there are one full-time and one part-time English as a Second Language (ESL) teacher(s) who are engaged in providing ESL services to our English Language learners. Additionally, the school maintains a positive school climate with support from our Intervention Mediation Facilitator.

Since our school is not overcrowded, our fulltime social studies, science teachers and the art teacher each have their own room complete with content specific instructional supplies. Content teachers work collaboratively with classroom teacher to support content area instructions. In addition to our content teachers, PS 35 has a physical education teacher who works with all grades. Technology is used to enhance instruction. There are computers in all classrooms, two portable laptop carts, and several interactive SmartBoards for classroom use.

Cultivating parent involvement is a priority at P.S. 35. Therefore, the PTA office is located by the entry foyer of the school on ground floor. Parent participation is steadily growing with as many as 150 parents attending PTA meetings, particularly when there are student performances. Every morning parent volunteers help to maintain an orderly arrival routine as students assemble in the cafeteria.

Celebrating student success is important at PS 35, where "students-of-the-month", "writers-of-the-month", and "stars-of-the-week" are honored for academic gains and good citizenship. The hallways abound with student work and art is displayed in the stairwells to bring them to life. PS 35 is a school where students, parents and staff work together to foster academic achievement and individual expression.

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.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

This is the most current SDAS.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 035 Nathaniel Woodhull				
District:	29	DBN #:	29Q035	School BEDS Code #:	342900010035

DEMOGRAPHICS									
Grades Served in 2009-2010:	X Pre-K	* K	* 1	* 2	* 3	* 4	* 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12				
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		93.2	93.7	TBD		
Kindergarten	89	82	112						
Grade 1	90	98	102	Student Stability: % of Enrollment					
Grade 2	116	88	90	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	110	100	82		90.7	90.6	TBD		
Grade 4	110	100	116						
Grade 5	119	110	99	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		60.2	68.8	80.2		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		6	10	TBD		
Grade 12	0	0	0						
Ungraded	0	0	3	Recent Immigrants: Total Number					
Total	643	608	622		11	13	10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	30	24	17						
No. in Collaborative Team Teaching (CTT)	6	11	11	Principal Suspensions	32	34	TBD		

DEMOGRAPHICS							
Classes							
Number all others	34	28	28	Superintendent Suspensions	0	3	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	68	65	56	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	4	9	8	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	47	47	42
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	6	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	5	6
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	95.0
American Indian or Alaska Native	1.2	1.3	1.1	Percent more than two years teaching in this school	66.0	70.2	90.5
Black or African American	46.7	43.9	42.4	Percent more than five years teaching anywhere	57.4	66.0	76.2
Hispanic or Latino	27.1	27.1	28.6				
Asian or Native Hawaiian/Other Pacific Isl.	23.5	24.3	23.8	Percent Masters Degree or higher	94.0	96.0	TBD
White	1.6	2.1	2.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.9	100.0	TBD
Male	50.1	48.8	47.9				
Female	49.9	51.2	52.1				

2009-10 TITLE I STATUS							
☼ Title I Schoolwide Program (SWP)		● Title I Targeted Assistance		● Non-Title I			
Years the School Received Title I Part A Funding:		2007-08	☼ 2008-09	☼ 2009-10	☼ 2010-11		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes ● No ☼		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
☼	In Good Standing	●	Improvement – Year 1	●	Improvement – Year 2		
●	Corrective Action – Year 1	●	Corrective Action – Year 2	●	Restructured – Year ____		
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level			
	ELA:	IGS		ELA:			
	Math:	IGS		Math:			
	Science:	IGS		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad. Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√				
Hispanic or Latino		√	√				
Asian or Native Hawaiian/Other Pacific Islander		√	√				
White		-	-	-			
Multiracial		-	-				
Other Groups							
Students with Disabilities		√SH	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		7 of 7	7 of 7	1 of 1	0	0	0
Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
Note: NCLB/SED accountability reports are not available for District 75 schools.							

CHILDREN FIRST ACCOUNTABILITY SUMMARY	
Progress Report Results – 2008-09	Quality Review Results – 2009-10

Overall Letter Grade	D		Overall Evaluation:	proficient
Overall Score	12.3		Quality Statement Scores:	
Category Scores:			Quality Statement 1: Gather Data	proficient
School Environment (Comprises 15% of the Overall Score)	0.0		Quality Statement 2: Plan and Set Goals	proficient
School Performance (Comprises 30% of the Overall Score)	3.0		Quality Statement 3: Align Instructional Strategy to Goals	proficient
Student Progress (Comprises 55% of the Overall Score)	9.3		Quality Statement 4: Align Capacity Building to Goals	proficient
Additional Credit	0.0		Quality Statement 5: Monitor and Revise	proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

SECTION IV: NEEDS ASSESSMENT

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

PERFORMANCE TRENDS

School Communication Trends: The Learning Environment Survey Report was used to conduct a three year comparison of the Communication component of the 2007 thru 2009 Learning Environment Survey Report. This data indicates a decline in our score from 6.0 in 2007 to 5.3 in 2009. This score is not consistent with our school's priorities continuous improvement planning; therefore, a goal will be established to halt this decline.

ELA Performance Trends: Data based on the 2009-2010 NYS School Report Card (Accountability and Overview Report) indicated that all students made Adequate Yearly Progress. The AOR indicated that LEP students did make AYP, and the SWD students make the Safe Harbor AYP. Previous years we did not, therefore, we continue to focus on all students especially those with IEPs and our ELL students.

ELA ALL STUDENTS-ALL GRADES								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	51	16.9	136	45.2	98	32.5	16	5.3
2009	15	4.9	91	29.4	190	61.5	13	4.2
2008	20	7.0	115	34.1	180	54.9	13	4.0

- P.S. 35's third graders performed slightly higher than the District Average on the ELA exam. Fifty percent performed at a Level 3 or 4, compared to 46% of third graders in District 29.
- P.S. 35's fourth graders performed slightly lower than the District Average. Thirty-nine percent performed at a Level 3 or 4, compared to 40% of fourth graders in District 29.
- P.S. 35's fifth graders under-performed the District Average. Only twenty-nine percent performed at a Level 3 or 4, compared to 41% of fifth graders in District 29.

The third graders far outperformed the other grades. The most significant drop in performance occurred in the fifth grade. Consequently, we placed teachers with stronger literacy instruction backgrounds in this year's fifth grade classes. We also made a significant investment in guided

reading books, supported it with professional development from the Literacy Coach and Network, and organized more structured guided reading groups during the AIS period involving the Cluster teachers.

ELA ALL GRADES ENGLISH LANGUAGE LEARNERS								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	14	41	14	41	6	18	0	0
2009	9	25	20	56	7	19	0	0
2008	4	11	26	67	8	22	0	0

Over the last three years the percentage of ELL students performing at a Level 1 increased to 41%, compared to 11% in 2008. The percentage of ELL students performing at a Level 2 and Level 3 declined. Forty-one percent of ELL students reached a Level 2, compared to 67% in 2009. Eighteen percent of ELL students reached a Level 3, compared to 22% of students in 2009.

ELA ALL GRADES STUDENTS WITH DISABILITIES								
Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2010	22	61	12	33	4	6	0	0
2009	12	27	25	50	10	23	0	0
2008	12	27	29	58	7	13	1	2.0

Over the last three years the percentage of students with disabilities scoring a Level 1 increased to 61%, compared to 27% in 2009. The percentage of students performing at a Level 2 and a Level 3 declined in 2010. Thirty-three percent of students with disabilities performed at a Level 2 in 2010, compared to 58% in 2009. Six percent of our students with disabilities performed at a Level 3, compared to 13% in 2009.

ELL

In 2010 the performance of ELL students in Grade 5 showed the most significant decline. In 2010 38% of Fifth grade ELL students scored a level 1. In the previous two years, all Fifth grade ELL students performed a Level 2 or higher. Fifty-five percent of our Fourth grade ELLS performed at a Level 1 while 30% of our Third grade ELLs performed at a Level 1 in 2010

Item Analysis-Strengths / Weaknesses

NYS and NYC assessments as well as teacher generated data indicate the following weaknesses:

- Identifying important and unimportant details
- Using inferences
- Identifying authors purpose
- Using specific evidence from the text
- Understanding written directions and procedures

The Instructional Team completed an analysis of data for School Year 2009-2010 to identify trends as well as student strengths and weaknesses in ELA, Math, Social Studies and Science. The team reviewed NYS assessments, NYC Acuity ITAs and Predictives, as well as TCRWP assessments. Teachers generated assessments and observations supported our findings. The data was shared and analyzed with teacher teams.

ELA

- Fifty percent of students in 2010 third grade performed at or above grade level, compared to 74% in 2009.

- Fourth grade students performing at or above grade level reached 39% in 2010, compared to 62% in 2009.
- Twenty-nine percent of 2010 Fifth grade students reached grade level standards, compared to 60% in 2009.

The percentage of students performing at a Level 1 has remained relatively constant over the past two years. Overall 6% of our students scored a Level 1 in 2009.

The percentage of students performing at a Level 4 remained constant as well. In 2009 4% of students reached a Level 4.

Gender

Closer inspection of the data indicates a disparity between the performance of girls and boys. In 2010 boys underperformed girls in grade 3 and 5. In prior years boys and girls performed at comparative levels.

- In the third grade 54% of girls reached grade level standards, compared to 44% of boys. Twenty-eight percent of boys performed at a level 1, compared to 4% of boys
- In fourth grade, performance of boys and girls were comparable, although 17% of boys performed at a level 1, compared to 9% of girls.
- In fifth grade 41% of girls were on grade level vs. 16% of boys.

In 2010, virtually all students that performed at a Level 1 were boys

Based on our needs analysis/findings:-

- We need to closely monitor and intensify the support to all teachers in balanced literacy in order to continue the upward trend of students performing at proficiency level of 3 and 4.
- We need to focus in the area of differentiation in order to meet the needs of our struggling students, but more so for those who are performing at or above proficiency level since the percentage of level 3 students moving to level 4 is minimal in General Education students, ELLs and Special Education students.
- Last year's Inquiry Team focus on literacy helped to work on designing and implementing an instructional change strategy for students performing in the bottom 1/3 in Literacy. We are now working on transferring this information to all teachers.
- Team members evaluated and revised strategies based on interim progress measures such as TCWRP assessments, End of Unit Check Lists, and Conference Notes.
- Teachers will be provided with professional development to extend differentiation strategies in literacy so that high achieving students (Level 3 and 4) continue to be challenged and increase their reading proficiency. Level 3 students will be challenged to move to level 4; and that level 4 students will increase their raw scores to show positive gains.
- We will intensify planning for differentiated instruction to meet instructional needs in all classrooms including special education and ELL classes. We will continue to closely monitor the reading assessments, including the Teachers College Reading Class Assessments, and running records. Administration and the Literacy Coach continually provide opportunities to plan and discuss with teachers the action plans that meet the needs reflected in the data analysis.

GREATEST ACCOMPLISHMENTS

The principal and the school community are developing a clear vision for the future of the school.

The school maintained a B on its Progress Report from 2007-2008 to 2008-2009 before dropping precipitously to a D.

The school runs smoothly on a day-to-day basis, procedures are followed, and there is a calm and purposeful atmosphere.

The number of parents who are volunteering in the morning has increased significantly which makes the morning line-up safer and less stressful on the students.

The support for special education students English Language Learners is well targeted and developed.

The school effectively identifies students at risk and provides timely interventions to meet their academic and personal needs.

BARRIERS TO CONTINUOUS IMPROVEMENT

Teachers need to have data binders and become proficient in their use for planning student instruction. The binders will also facilitate the delivery of differentiated instruction.

Behavior management strategies need to be improved. We are introducing home/school behavior agreements as part of our effort to improve communication with parents.

We need to use data strategically to monitor the effectiveness instruction and differentiate instruction better for subgroups and high performing students.

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 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 presumably be aligned to the school’s annual goals described in this section.

Annual Goal	Description
<p>Goal 1: By June 2011, inquiry work will be expanded by engaging 90% of classroom teachers, including ESL teachers, Special Needs teachers, the SETTS teacher, and the AIS teacher in inquiry using the data of their students.</p>	<p>To increase the number of classroom teachers participating in inquiry work in the school, all teachers will be involved in gathering and analyzing student data in order to identify areas of academic weakness shared by groups of students. Teachers will use new instructional approaches to meet the needs of these students.</p> <p>In order to eventually meet our goals of progress for every student, we need to continue the work of inquiry teams.</p>
<p>GOAL 2: By June 2011 our Special Needs Students scoring a level 3 on the NYS ELA Exam will increase by 5%.</p>	<p>After conducting our needs assessment the instructional team discovered that our Special Needs Students are exhibiting difficulty with reading skills. By concentrating on specific reading skills we will raise reading levels through inquiry team work.</p>
<p>Goal 3 By June 2011 English Language Learners scoring a level 3 on the NYS ELA Exam will increase by 5%.</p>	<p>English Language Learners are exhibiting difficulty with reading skills. ELLs did not make AYP in 2010. By concentrating on specific reading skills and incorporating ELL strategies we will raise reading levels.</p>
<p>Goal 4: By June 2011, there will be a 50% increase in teachers’ consistent use of differentiated instructional practices as measured by small group planning pages.</p>	<p><input type="checkbox"/>As indicated in the School Quality Review there was a need to ensure consistency in using differentiated instructional practices. The instructional team determined that the increased usage of data to differentiate instruction should become a school goal.</p>
<p>Goal 5: By June 2011 schoolwide communication will improve among staff members, students, parents, and the community as measured by a one point increase in the Communication score on the NYC School Survey 2010-11 Report.</p>	<p>School Survey results show a need for an improvement in schoolwide communications among staff, parents, and students.</p>

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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Goal 1: Inquiry Work

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: By June 2011, inquiry work will be expanded by engaging 90% of classroom teachers, including ESL teachers, Special Needs teachers, SETTS teachers, and AIS teachers in inquiry using the data of their students.</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>	<ul style="list-style-type: none"> • Form a Data Team which includes a teacher from every grade (Curriculum Managers). • Use technology tools to collect data and analyze it to drive instructional decisions. • Data Specialist and the Assistant Principal will provide intensive support and professional development tailored to inquiry work. • Conduct quarterly, grade-wide inquiry team meetings to discuss: <ol style="list-style-type: none"> 1. Achievement gaps 2. Learning targets and strategies for students in the lowest third level of reading comprehension 3. Successes and challenges 4. Student progress <p>Encourage teachers to set SMART goals for students as well as their own professional development goals.</p> <p>Once a month the Data Specialist attends professional development meetings conducted at the Regional Office.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title I SWP • Tax Levy • Title III • There is a specific allocation for Inquiry Teams
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Quarterly review of running records, trimester progress reports, conference notes. • Discussions of actions taken that contribute to improved student performance. • By October 2010, the school will expand the work of the inquiry teams by creating grade level inquiry teams. • By June 2011, 75% of students involved in inquiry will have made significant progress towards achieving their

learning targets. Learning targets are set in October, January, March, and reviewed in June.

- By June 2011, 90% of classroom teachers will take part in grade level inquiry team meetings as measured by agendas, minutes from meetings.

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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Goal 2: ELA Students With Disabilities

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 2: By June 2011 our Special Needs Students scoring a level 3 on the NYS ELA Exam will increase by 5%.</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>	<ul style="list-style-type: none"> • All classroom libraries includes leveled books to support students’ individual reading levels while exposing them to different genres and a variety of content rich books • Teacher Teams will meet to monitor the SWDs progress and explore varied strategies. • Ongoing assessments include running records, periodic assessments, and conferences • PD for Special Needs staff members will focus on methodologies to teach SWDs and best practices in planning differentiated instruction • The SBST and SETTS will provide classroom teachers with customized strategies for their IEP students • The CFN 2 Team, led by Network Leader Marlene Wilks with her team of Network Specialists, will conduct observations and meetings to identify teacher professional development needs, conduct off-site workshops, and provide customized professional development on an as-needed basis.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Common planning time will be scheduled • ICI support specialist will support professional development • FSF will be used for per diems to facilitate the staff’s participation in PD sessions • Schedules will be modified as needed to accommodate training • Title I SWP • TL Fair Student Funding • Tax Levy

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Running records • ELA conferencing notes • Ongoing use of Data Binders and data walls • Data Meetings/Data Talks during weekly Professional Learning Team Meetings • Improvements of ELA skills specifically comprehension skills as evidenced by Acuity Predictive assessments and Teacher College Reading and Writing Program Assessments • Item Skills Analysis • Monthly writing celebrations, and writer of the month. • Evidence of the use of differentiated instruction strategies during instruction and planning as noted in formal and informal classroom observations • SWD will show improvement in their comprehension skills via formative assessments and class work
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 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 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.

GOAL 3: ELA – ELL

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3 By June 2010 English Language Learners scoring a level 3 on the NYS ELA Exam will increase by 5%.</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>	<ul style="list-style-type: none"> • Advanced ELL students will be required to receive 108 minutes of ELL instruction per week. Intermediate/Beginner ELL students will be required to receive 360 minutes of ELL instruction per week. The ELL teacher will help to improve their overall academic achievement by providing them with additional instruction and practice to support their listening, speaking, reading and writing strategies. • The Saturday Academy, February 2011 thru March 2011 will provide supplemental instructional services based on student needs. • ELL students reading at Levels 1 and 2 receive small group instruction during extended day to further develop listening, speaking, reading and writing skills • Teachers will receive professional development on best teaching practices for ELL students • The ELL professional development plan will include monthly Learning Walks, inter-class visitations, grade meetings, Lab Site visits, and individual planning sessions in order to provide differentiated professional development • All classroom libraries will include varied leveled books in different genres to support student’s independent reading levels • The ELL/ESL Coordinator will facilitate monthly parent workshops to provide parents with activities and strategies to support second language acquisition at home
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • All preventive and intervention resources will be made available and assigned based on the needs of the ELL students. • Funding from the Title 3 and ELL grants will be used to provide professional development as well as after school programs for ELL students. • C4E funding will be allocated to support all programs and

	<p>activities for ELL students.</p> <ul style="list-style-type: none"> • Time will be scheduled to accommodate the continuation of the ICI ELL Institute • Title I funds will be used to provide professional development • FSF will be used for substitute teachers to allow staff attend off-site PD • Per-diem funds will be used to release staff for PD • SINI grant allocations will be used to provide a Saturday Academy to support ELL Students in ELA. • Title I SWP • TL Fair Student Funding • Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Improvement of comprehension skills as evidenced by periodic assessments • Quality of writing and oral presentations through monthly Writing Celebrations • Informal and formal classroom observations showing an increase in the use of ESL strategies during instruction and planning • Sample of student work in Students Portfolios • Artifacts gathered as part of Walk-Throughs • By June 2011, 42% of ELLs will advance in level on the NYSESLAT. • ELL Students will show reading level gains on the Teachers College Reading and Writing Project Assessment administered 4 times a year. • October 2010-June 2011, students will show growth in reading and writing as evidenced on their running records, published writing pieces, reading logs, teachers' conferring notes, and reading and writing on demands. • ELL students will show evidence of improvement in reading levels as measured by running records • Students will show significant improvement in their comprehension skills via formative assessments and class tasks

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 2009-10 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 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.

Goal 4: Differentiated Instructional

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: By June 2011, there will be a 50% increase in teachers’ consistent use of differentiated instructional practices as measured by small group planning pages.</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>Teachers will:</p> <ul style="list-style-type: none"> • The instructional Team, including the Data Specialist and teachers, will analyze data and identify students’ needs in order to make instructional decisions. • Identify and provide specific academic supports needed for all students who perform below expectations. • Construct and implement learning activities that are explicit and connected to standards and student data. • Provide students with authentic and consistent feedback on progress towards meeting standards • Look at student work to analyze level of rigor. • Promote accountable talk and student engagement. • Form small homogeneous groups of students and provide differentiated instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title I SWP • TL Fair Student Funding • Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Meeting Agendas • Meeting Minutes • Evidence of teachers using small group planning pages • Formal and Informal Observations by the Administration • Student work • Learning goals for each student group.

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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Goal 5: School-wide Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5: By June 2011 school-wide communication will among staff members, students, parents, and the community will improve as measured by a one point increase in the Communication score on the NYC School Survey 2010-11 Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Will introduce Whom to Call protocols to better address parent concerns. • Seek contributions from students, teachers, and parents for goal development. • Will inform teachers, students, parents, and the larger community of the school’s academic performances through newsletters, formal meetings, and informal conversations. • Work with the staff in a collegial relationship. • Support teachers’ development as educators and intervene in case of difficult parent interactions. • Give recognition and praise to staff, colleagues, students, parents, and members of the community. • Listen to opinions of others and explore different opinions. • Schedule time during Curriculum Manager Meeting and PLTs to allow for teacher feedback and input. • Translate parent notices in three languages. • Incorporate simultaneous interpretation when possible at PTA meetings. • Offer informal parent meetings twice a year in addition to <i>Parent Teacher Conferences</i> and <i>Back-to-School Night</i>. • Consider parent and teacher opinions when making decisions.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title I SWP • TL Fair Student Funding • Tax Levy

Indicators of Interim Progress and/or Accomplishment

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

- Monthly Grade Conferences.
- Monthly Faculty Conferences.
- Monthly Consultation Meetings.
- Monthly Safety Meetings.
- Monthly Attendance Meetings.
- Monthly Faculty Conference Notes distributed school-wide.
- Regular and frequent email correspondence and conversations with the Network Leader and her team.
- Daily check-ins with the parent coordinator, custodian, safety agents, and head chef.
- Monthly Parent-Teacher Association meetings.
- Semi-Monthly Pupil Personnel meetings.
- Monthly School Leadership Team meetings.
- Weekly check-in meetings between UFT Chapter Chair and the principal.
- Weekly Curriculum Manager (Grade Leader) meetings (every Thursday @ 1:55pm).
- Members of Student Council meet on a weekly basis.
- Daily Professional Learning Team (professional development) meetings.
- All meetings are recorded in terms of meeting minutes, setting out actionable next steps.
- Use of Blackberries by the Principal and Assistant Principal for phone, email, and scheduling purposes.
- AM and PM announcements are posted in the Daily Happenings binder in the Main Office.
- Greater availability of administration to meet with staff during “office days”. Office Days include Tuesday, Wednesday, Thursday for the Principal; Monday, Thursday, Friday for the Assistant Principal. “Classroom Days” include Monday and Friday for the Principal; Tuesday and Wednesday for the Assistant Principal based on the *Breakthrough Coaching Model*

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) 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 Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

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	29	29	N/A	N/A	6	2	2	3
1	59	45	N/A	N/A	1	10	8	1
2	40	40	N/A	N/A	2	15	3	2
3	46	37	N/A	N/A	0	8	3	2
4	51	39	4	6	2	16	3	0
5	70	54			8	24	1	1
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<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>Reading: Using a pull-out model, provide small group instruction and guided reading for students in grades 4 and 5 that are not meeting standards. Assist at risk students in acquiring strategies and skill needed to become independent thinkers. Reading Recovery: Provide personalized reading instruction during the school day to 1st grade beginner readers in an individual setting. Provide small group guided reading and strategy pull-out sessions to first grades students to meet students. Extended Day Programs: Students in Grades K-5 receive academic support in Literacy and test-taking strategies during small group instruction in our after school extended day program. Differentiated Instruction: Classroom teachers continuously assess students and provide remediation and enrichment to meet student needs.</p>
<p>Mathematics:</p>	<p>Extended Day Programs: Students in Grades K-5 receive academic support in Math and test-taking strategies during small group instruction in our extended day after school program. Differentiated Instruction: Classroom teachers continuously assess students and provide remediation and enrichment to meet student needs. (small groups and skills folders).</p>
<p>Science:</p>	<p>Extended Day Program: Science support is provided in an afterschool extended day program for Grade 4 AIS students, one class per day, through a hands-on experiment-based curriculum that focuses on vocabulary, scientific skills, and knowledge that can be applied toward the curriculum and State assessments in Science.</p>
<p>Social Studies:</p>	<p>Extended Day Program: Social Studies support is provided in an afterschool extended day program for Grade 4 AIS students, one class per day, through a curriculum for Social Studies that focuses on trade books and DBQs, vocabulary, and knowledge that can be applied toward the curriculum and State assessments in Social Studies.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Non-mandated counseling: Individual, Whole class, and small group counseling is provided to students to address social and academic skills, deficiencies, and needs to improve students' self-esteem and the school climate.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Non-mandated counseling: As per PPT Team meetings and teacher recommendation students are identified to receive at-risk, ERSSA, or Crisis-Intervention counseling.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Non-mandated counseling: As per PPT Team meetings and teacher recommendation students are identified to receive at-risk Crisis-Intervention counseling.</p>
<p>At-risk Health-related Services:</p>	<p>Medication: As per 504's, medication is dispersed, as needed, to children with allergic reactions (EpiPen) and for asthma (Albuterol). At-risk services provided by Speech Therapist for Kindergarten student in articulation and language processing.</p>

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 65 **LEP** 4 **Non-LEP**

Number of Teachers 1.5 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Title III (Appendix 2)

Instructional Program

Our ESL program “provides instruction in the English language using strategies for acquiring English, integrates the cultural aspects of the pupil’ experience. Instruction is scaffold in order to support the students’ participation in all content area. Student’s services for 180 or 360 minutes, as per their proficiency levels. Language, functions and structures are integrated within the context of the lesson. The objectives of our ESL curriculum are aligned with the NYS and ESL standards. Therefore, our ESL teachers are able to implement effective content based instruction that support the different learning styles of our English Language learners. The ESL instruction is implemented by our ESL teachers (20) who are highly qualified.

The ELA data indicates that more focus needs to be placed in the Levels 1 and Level 2. Out of 36 students in grades 3,4,5 (25%), students are in Level 3 while 9 (56%) students are in Level 1. The number of students in Level 1 has increased drastically.

We have targeted approximately 40 ELL students to participate in the Saturday Academy Program. The Saturday Program will consist of 8 Saturday Morning sessions. The student instructional component of the Saturday Program will consist of four hour morning sessions over the course of 8 Saturdays. The program will operate from 8:00 am to 12:00. Two of the teachers are experienced, licensed ESL teachers. One certified bilingual teacher will be hired to allow flexibility in teaching content areas. The bilingual teachers will also lend native language support in Spanish. Mathematics will be specifically target based on the review of NYS math scores for our ELL students.

The ELL students will be divided into flexible grouping to address each student's individual need. The program will focus on the following components”

1. Accelerated Learning
2. Language Development (NYSESLAT)
3. English Language Arts (ELA)
4. Math
5. Lessons are to include controlled vocabulary while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.

Parent/ Community Involvement

Parent workshops will be conducted 4 out of the 8 Saturdays. The Data Specialist under the supervision of the Assistant Principal will lead the session with the assistance of two bilingual educational assistants who are able to translate into Haitian and Spanish. The educational assistants will be paid through interpretation and translation funding. The sessions will focus on the ARIS parent Link, using computer and internet to obtain resources for parent and child, translation literacy, and Math Games. We will purchase bilingual dictionaries, native language books on CD as an added parent/ student resource.

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.

The planning session will be facilitated by the Assistant Principal. Teachers who are working in the Title III program will participate in weekly staff development. Session will occur weekly. Teachers will meet for one hour biweekly. Teachers who are will develop joint lessons and unit of study. The academic language necessary for math success will be a focus on the lesson sessions. The workshop will be lead by the assistant principal, who is bilingual certified and has extensive experience supervising and teaching ESL programs. The Data Specialist, two ESL teachers, one bilingual certified teacher will be trained on the following topics.

- Data Driven Instruction
- Differentiating Instruction
- Best Practices / Strategies for ELLS

Form TII – A (1) (b)

School: PS 35 BEDS Code: 342900010035

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budget Amount	Explanation of expenditures in this category as it related to the program narrative for this title.
	\$10,000	156 hours of per session for ESL and Bilingual teachers to support ELL Students: 126 hours x \$49.89, Supervisors: 51 hours x \$52.21. Secretary 5 hours x 30.74 (per session rates include fringe)
Parent Involvement	\$1,000	Bilingual books, folders, food nutritional services
Supplies and materials Must be supplemental. Additional curricula Instructional materials Must be clearly listed	\$2,500	Test prep materials for ELA and Math paper, toner, construction, paper, folders
Educational Software (Object Code 199)	\$1,500	Narrative Language books on CD
Other		
TOTAL	\$15,000	

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.

P.S. 35 reviewed the ATS data on demographics and Home Language in order to get a broad sense of the school's possible translation needs. We then conducted teacher/parent interviews to find specific needs that we have in our school for both written translation and oral interpretation. Assistant Principal, ESL Coordinator, and Parent Coordinator then met in the beginning of the year to discuss the major findings and to develop a plan of action to meet the needs for the current year.

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.

Major findings were as follows:

Written translation needs

- P.S. 35 currently has students whose Home Language is Spanish, Haitian-Creole, and Bengali
- There are personnel available in the building who are able to translate document into Spanish, Haitian-Creole, and Bengali.
- There are many school documents that still need to be translated into Spanish, Haitian-Creole, and Bengali.

Oral translation needs

- P.S. 35 currently has many parents who only speak Spanish, Haitian-Creole, and Bengali
- There is a lack of personnel in the building that speak Haitian-Creole and Bengali.
- There are many school events and activities where the oral interpretation in the above three languages (such as parent/teacher conferences) would be crucial for the success of the event.

ESL Coordinator, Parent Coordinator and Assistant Principal engaged in the collaborative effort to report findings to the school community during common preps.

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.

Grade Leaders (lead teachers in each grade) will articulate with other teachers in their grade level during common preps to identify current translation needs. Once a translation need is identified, the lead teacher will fill out a form indicating the specific translation need and due date (along with a copy of a letter to be translated if applicable) to administration. We will hire our own personnel, as translators to meet Spanish and Chinese translation needs. To meet Yemen translation needs, we will use DOE Translation Unit.

In addition, Parent Coordinator will articulate with administration and PSA to identify general school needs. We plan to provide translation services (for teachers who have students whose home language is not English) to compose necessary documents so that their families are fully informed of students' academic performance and needs. We will provide services to translate all formal and informal letters sent to parents that communicate information about the school's academic program and students' participation, individual child's performance at school and specific academic plan for the child, and various school activities that we plan to conduct throughout the year.

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.

As with the written translations, Grade Leaders will articulate with other teachers in their grade to identify specific oral interpretation needs. We plan to provide oral interpretation services for the Parent Coordinator and teachers in order to increase parental participation and involvement in various school activities. We will provide several Spanish, Haitian-Creole, and Bengali interpreters during Parent Orientation, Parent-Teacher Conference, and formal meetings with parents where specific student academic performance and needs would be discussed. Oral interpretation services will largely be provided by in-house personnel and parent volunteers. We will use outside contractors depending on availability.

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>.

P.S. 35 will be in full compliance with the Chancellor's Regulations A-663. All letters sent to parents will be translated into the students' Home Language. This would enhance parents' understanding of academic standards, assessments and tests, parent choice and supplementary educational services available for their child, school vision and policies. It would also increase parent participation and involvement in various school activities.

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:	\$333,986	\$38,995	\$372,981
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,339.86		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$389.95	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,999.30		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1949.75	
6. Enter the anticipated 10% set-aside for Professional Development:	\$33,398.60		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$3,899.50	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-10 school year: 93.7%
9. If the percentage of high quality teachers during 2009-10 is less than 100%, describe activities and strategies the school is implementing in order to ensure that the school will have 100% high quality teachers by the end of the coming school year.

The Principal will continue to closely analyze the school’s instructional program and teaching staff to determine areas of need. Program changes will be made (changes in teaching assignments) where appropriate to ensure teachers are correctly assigned and are scheduled to complete the necessary requirements for their licensing. The annual BEDS survey will be closely reviewed to ensure accurate reporting.

PS 35 will use the anticipated 5% Title I funds to pay for academic courses toward certification. Teacher programs will be re-evaluated to ensure alignment with teaching credentials/certification.

PS 35 in collaboration with the New York City Department of Education (NYCDOE) and the ISC/CFN will continue to make progress towards NCLB’s goal of 100% HQ. BEDS Survey data will continue to be analyzed in order to measure its own progress toward 100% HQ in each core subject and target resources appropriately. Strategies that will implement during the upcoming year include:

- Maximizing teachers assigned to their area(s) of certification by the following actions:

- The principal and /or designated staff will continue to participate in Central DOE training so that, when scheduling, responsible staff members will adhere to City and State regulations by assigning teachers to their area of certification, with some limited flexibility consistent with State certification rules.
 - School administrative staff will continue to be trained by Central on HQ goals and NYC/NYS regulations.
 - The school will continue to utilize centrally distributed HQ reports- based on the BEDS Survey indicating teachers' real-time HQ status. These reports will be carefully analyzed by the principal and administrative staff to ensure compliance.
- Teachers who are not HQ when hired or those who were given a teaching assignment that is out of license will be counseled to become HQ through conversion programs and by utilizing the school's 5% Title I set aside and Title II-A funds (if applicable). Teachers who are not HQ will be provided with options/methods for becoming HQ such as the following:
 - **Conversion Program:** The Conversion program helps teachers certified in a non-shortage area subject to obtain certification in a shortage area subject.
 - **Title I - 5% Set Aside Funds:** The 5% Set Aside Funds will be used to help non-HQ teachers become HQ in core subjects. Our school will adhere to the models and support mechanisms provided by Central and the ISC/CFN as to how these funds could be used.
 - **DHR Guidance:** Our school will continue to follow the Division of Human Resources (DHR) guidance to schools regarding NCLB Highly Qualified requirements, HOUSSE, and the BEDS NCLB Summary Report. (ongoing)
 - **HOUSSE System:** The HOUSSE system will be utilized more effectively as an approved way for teachers using the HQ flexibility to demonstrate subject matter competency by successful use of the online HOUSSE system.

At P.S. 35, efforts continue to be made to reassign non HQT teachers to positions within the teacher's license area. In the future, whenever a teacher is identified as not being highly qualified, the teacher will be counseled to become HQ through conversion programs and by utilizing school's 5% Title I set aside so that teachers can have opportunities to study at a university of their choice. Our goal is to ensure that all teachers are HQT for the 2009-10 school year, and all years thereafter.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & 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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



P.S. 35 Nathaniel Woodhull School

"Where children come first, and everybody is somebody"



Mark Dempsey
Principal

Julia Soussis
Assistant Principal (I.A.)

PARENT INVOLVEMENT POLICY 2010-11

Parents and families of students in P.S., 35 will be provided with opportunities to participate in school-based planning committees, School Leadership Teams and parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the service of community resources. To increase parent involvement, P.S. 35 will:

- Utilize the Parent Teachers Association of P.S. 35, and more specifically its officers, to facilitate the exchange of information between school and home, and generally encourage and support parent involvement efforts;
- Continue to provide office space for our PTA;
- Offer parent training workshops/meetings at the school level related to:
 - Eligibility criteria for entrance into various reimbursable programs (e.g., Title I programs, bilingual programs)
 - educational structure and terminology
 - rules and regulations regarding budget expenditures, and parenting skills;
- Provide materials for parents to use to work with their children on a regular interval, especially during holiday, winter, and spring breaks;
- Encourage parents to network with each other and to communicate with staff;
- Distribute regular notices in three languages (English, Spanish, Haitian-Creole) on school events, meetings, activities;
- Distribute a monthly calendar to provide parents with information related to parent meetings, events, activities, test dates;
- Provide simultaneous translation in Spanish and Haitian-Creole at monthly PTA meetings;
- Incorporate the feedback and input from parents in terms of developing new programs;
- Regularly showcase children's talents to attract parents;
- Engage fathers through special activities, e.g., "Brotherhood" Breakfast and Club Programs;
- Support school-based committees, our School Leadership Team and Title I Parent Advisory Council;
- Encourage school-level parental involvement by having schools:

-maintain and support the PTA in its efforts to encourage parent involvement and to inform parents to school-wide programs and involve them in the school community;

-in cooperation with the PTA, provide parents with monthly workshop opportunities in which specific curriculum issues can be discussed and explained;

-school level Title I Parent Advisory Communities in all schools; make our professional staff readily accessible to parents and impress upon our staff the importance, through staff development workshops, of meaningful parental involvement;

-train teachers and other staff in strategies that enhance meaningful parent involvement;

-hold orientation meetings to present overall goals of school, as well as specific grade/class goals;

-encourage and train parents to volunteer as Learning Leaders and assist in classrooms, in libraries, and on trips;

-provide family trips to cultural and educational institutions of learning.

Mark Dempsey, Principal

Ellen Eichinger, UFT Rep.

Keisha Harbajan, PTA Co-President

Athena Tsavtarides, PTA Co-President

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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Section II: School-Parent Compact



P.S. 35 Nathaniel Woodhull School

"Where children come first, and everybody is somebody"



Mark Dempsey
Principal

Julia Soussis
Assistant Principal (I.A.)

P.S.35 Parent-Student-Teacher-Administration Compact

The P.S. 35 Mission Statement

We the staff, parents, students, and organizations of the Nathaniel Woodhull School are committed to nurturing the individual academic, social, and emotional needs of our community of learners. Our goal is to foster a love of learning. (revised August 2007)

The teachers, administrators and support staff at P.S. 35 are committed to providing our children with the highest quality education. We pledge to provide an optimum learning environment in which students will feel successful each day. We are committed to effective communication between school and home. Teachers, administrators, support staff and parents -- working together can make a positive difference in student achievement. The purpose of this compact is to establish guidelines for providing the highest quality of education at P.S. 35.

Parent-Student-Teacher-Administration Compact

Parent/Guardian Agreement

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly
- Provide a nurturing home environment, including nutritious meals and proper rest so that my child is ready to learn
- Find a quiet place for school work and make sure that work is completed
- Talk with my child about his/her activities each day
- Read with my child and let my child see me read
- Support the school in its effort to maintain proper discipline
- Support the school wide uniform policy by ensuring my child wears his/her uniform each day
- Communicate with my child's teachers about his/her educational needs
- Actively participate in the P.S. 35 P.T.A. meetings and other related school activities
- Have high expectations for my child as an individual

signature_____

Student Agreement

It is important that students achieve. Therefore, I shall strive to do the following:

- Come to school on time and be prepared to work
- Work hard to do my best in class and schoolwork
- Ask for help when I need it
- Communicate my concerns with my parents and teachers
- Complete and return homework assignments
- Conform to rules of student conduct
- Show respect for people and property and respect the right of others to learn without disruption
- Talk to my parents about what I am learning in school
- Have high expectations for myself, my family, and my school community

signature_____

Teacher Agreement

It is important that students achieve. Therefore, I shall strive to do the following:

- Monitor and encourage student attendance at school to achieve 90%+ attendance rate
- Communicate and work with families and administration to support student learning
- Respond to parent concerns within 24 hours of contact
- Provide enriching homework assignments for students with the expectation that they are completed
- Use special activities in the classroom to make learning enjoyable
- Use teaching methods and materials that work best for each student
- Provide necessary assistance to parents so that they can help with assignments
- Have high expectations for myself, students, families and other staff members

signature_____

Principal Agreement

It is important that students achieve. Therefore, administration shall strive to do the following:

- Provide an environment that fosters positive communication between teachers, students, parents, and administration
- Respond to teachers and parents concerns/suggestions within 24 hours of contact
- Provide training and assistance to parents and school staff in order to enhance and promote educational success for all students
- Rigorously monitor the quality of instruction in our school
- Ensure a safe and orderly learning environment
- Make decisions and utilize resources in the best interest of the school community
- Have high expectations for myself, students, staff, and families

signature_____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The entire school community has been involved in collecting, analyzing, reporting, and discussing the data from various assessments to determine our strengths and weaknesses in order to design a school program that would afford our students maximum opportunities for improved social and academic success. These formal and informal indicators included:

Teacher Data Initiative, Student Data, Annual School Report Card, School Quality Review, Acuity, ARIS, ECLAS, State Assessments, CEP, Teacher Observations, Teacher Walk-Throughs, End of Unit Math Assessments, AIS Services, Suspension Rates, Anecdotal Records, Performance Standards, Parent Involvement, Professional Development, Student Attendance, ATS Reports, School Progress Report, Running Records, RSAs (math skill assessments for Everyday Math).

2. Schoolwide reform strategies that:

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

We provide opportunities for all our students to meet the State's proficient and advanced levels of students' academic achievement. We have established school-wide systems and structures relative to the achievement of a developmentally appropriate, rigorous instructional program. With regards to the core curriculum, we will continue to implement a standards-based curriculum that is anchored in the belief that every student can attain mastery in learning. The delivery of instruction occurs within the framework of a workshop model. We have institutionalized a flow of the day master schedule with times and teaching points updated daily.

Our classrooms are child-centered where learning is an active process in which the learning environment encourages students to construct ideas, foster concepts, and to build upon the students' current knowledge. In addition to standardized state and city tests, we also monitor student progress using a variety of ongoing assessments such as, unit tests, criterion referenced assessments, conferencing, student observations and systemic baselines, midlines, and end line assessments. We utilize data derived from these assessments for establishing student goals, grouping of students and to differentiate activities to meet the needs of our students.

Our instructional practices include: providing students with multiple points of entry for problem solving, exploring, cooperative learning activities, and a hands-on approach, to foster students meta cognitive skills.

See Section IV for additional information.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - a. increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

In order to increase the amount of quality instructional time at our school we have implemented the following programs:

- Extended Day for students who have not attained mastery of grade level standards
- Academic Intervention Services for “at risk” students
- Upper Grades Saturday Academies for ELL students in ELA and Math
- Summer School
- After-school clubs enrichment program

- o Meet the educational needs of historically underserved populations.

We have a pull-out program

See Appendix 2 for services provided for our English Language Learners.

- 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 School Wide 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.

To address the needs of our low academic achieving "at risk" students, who are performing on levels 1 and 2, we provide an Extended Day Program where students have the opportunity to receive small group instruction in subjects such as literacy, math, social studies and science. We further address the needs of such students by providing AIS instruction during the day and Reading Recovery for our targeted non-reading first graders. We will conduct a Saturday Academy for our ELL students in February and March, 2010.

- o Help provide an enriched and accelerated curriculum.

Our school has created an academic enrichment program that targets students in grades three through five in rigorous project-based learning and thematic studies such as: New York State as a Melting Pot, Skyscrapers, Public Transit System in New York, Civic Citizenship, and Government, Ecology and Nature in New York City. In addition, the students in grades one through five have been grouped for the purposes of providing them with an accelerated curriculum, which focuses on inquiry learning, project based learning and research through technology.

3. Instruction by highly qualified staff.

100 % of our staff is licensed and appropriately assigned within their license area.

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. PS 35’s teachers are members of a learning community where new methodologies and curriculum are explored and best practices shared. Professional development activities are provided through daily professional Learning Team Meetings, on and off-site workshops for all members of the staff, and is differentiated based on teacher need, student achievement, and programs implemented. The administration and Data Specialist support the teachers with the implementation of new ideas and techniques.

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

Not applicable.

6. Strategies to increase parental involvement through means such as family literacy services. Parent involvement is a key component to student success. Activities are planned that invite the parents into the school to participate with their children in the school program or special event. They can also learn strategies that can assist their child socially and academically. Workshops include becoming familiar with the state assessments in the content areas and learning how to help their child meet the ELA standards. Parents are taught how to practice reading and math skills at home. Special events such as Career Day, Brotherhood Breakfast, and cultural events give parents an opportunity to visit their child's classroom. There are also events that cross the language barrier such as parent outings and field trips with the Parent Coordinator.
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.

Incoming Pre-K and Kindergarten parents are invited with their child, to an orientation breakfast meeting in late Spring so that the students can become familiar with their new school. A summer packet is sent home with a list of school supplies and introductory worksheets, as well as summer reading ideas. The students begin the school year with two truncated days of instruction to help them to assimilate into the new environment. Those students and parents experiencing difficulty with the separation process in the new school environment are given special attention and, if needed, the school guidance counselor, social worker, or psychologist assist in the process. Parents are also welcome to stay during the transitional period to help their child have a positive school experience. Parents are invited in the fall to attend curriculum conferences to meet with their child's teacher.

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.

PS 35 is a collaborative school. Teachers "team" to plan instruction, assess the school program and make revisions, as necessary. The Principal, Assistant Principal, and Data Specialist meet with the "teams" to discuss the instructional program, materials, and assessment tools. Teachers are a part of the decision-making process. Their feedback is highly valued.

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.

Teachers continuously review their students' academic achievement to determine student needs. Diagnostic tools (i.e. Acuity, Reading and Math Achievement Indicators, State test results, teacher recommendations, and ARIS) result in skills analyses that are used for flexible grouping within the classroom environment, as well as to suggest students for AIS. Running Records are administered at the beginning of each school year. Acuity is used in addition and the academic intervention teacher uses the results to assess and meet student needs. Acuity and Running Records are administered at the end of the year. On-going Everyday Math Assessments are reviewed and tracked as well. Some students are "targeted" for more intensified skills practice to ensure that they continue to meet the standards of a Level 3. Students with more pronounced needs are identified and discussed by the pupil personnel team (that meets semi-monthly). A prescriptive plan is designed to assist the student to meet proficiency levels. At the end of each school year, student results are compared to the previous year to ascertain gains as well as to revise the school program, if needed.

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.

Title I programs are monitored for the coordination and integration of Federal, State, and local funds and the services and programming resulting from those funding streams to ensure that there is no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups) can be provided with services to expedite their progress towards meeting state performance standards.

The Intervention Mediation Facilitator conducts a number of programs to promote appropriate behaviors which address students' social-emotional needs. She facilitates problem solving activities among students to counteract anti-social behaviors.

Nutrition (Health) is taught as a component of our physical education program. Students learn the foods that will help them to stay healthy. The students will assess the school meals, poll their peers, and offer suggestions for healthier foods that students would enjoy. The Physical Education teacher, with assistance from The New York Road Runners Foundation, conducts a Mighty Milers Program to promote a healthy lifestyle through nutrition and physical fitness.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS: Not Applicable

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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

Not Applicable

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

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

All SURR schools must complete this appendix.

Not Applicable

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds

upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction

To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The process used to determine the relevance of this finding was information sharing and discussion during supervisors', cabinet and SLT meetings as well as Faculty Conferences. In addition, information is gathered through informal and formal observations made by coordinators and supervisors, respectively.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Gaps in the Written Curriculum – We use the Schoolwide, Inc. program for writing which is aligned to State, City and National (NCEE) standards. The Schoolwide program is a writing workshop model that incorporates various genres and skills lessons. In an effort to press for academic rigor in writing and address the standard for oral presentations, we encourage monthly writing celebrations to the writing curriculum. All students are expected to publish at least one writing piece per month and present it orally to their peers. Published pieces are also shared throughout the school via *Writer-of-the-Month* displays posted immediately outside of the classroom along with hallway bulletin board displays. The Schoolwide writing program originated from the Teachers College Reading and Writing Project to which it aligns. We use Teachers College units for our reading program.

Curriculum Maps- Curriculum maps, pacing calendars, and units of study have been developed at the school level to ensure alignment with NYS standards. These curriculum maps include grade appropriate skills, strategies, and outcomes across all core content areas.

Taught Curriculum - PS 35's ELA curriculum is aligned to the NYS standards. All teachers are provided with copies of the NYS standards as a tool for lesson planning. Students' outcome of standard based work is evident in written artifacts and oral presentations. The Teachers College reading curriculum is integrated with the Schoolwide, Inc. writing workshop model. Every 4-6 weeks a written genre is required to be published and shared orally in schoolwide monthly writing celebrations. In addition, continued emphasis is placed on writing, speaking, and listening as part of the literacy block.

ELA Materials - Teachers have materials available that are adequate in meeting the needs of all learners, including ELLs, SWDs, and struggling students. The Schoolwide series includes multi-set copies of books, correlated to each theme, for students on-level, below-level, above-level, and for ELLs. In addition, each teacher is provided with a Schoolwide Kit, as well as on-line support to meet the needs of their diverse population.

English Language Learners - In an effort to support the ELL cohort, instruction continues to emphasize language development through the content areas. An ELL institute with monthly lab sites will continue to support PD for language development strategies for all staff. This is fostered daily through the mandatory language objective policy for all lessons as well as the integration of an idiomatic expression presented during the daily agenda. All ESL instruction is driven and developed in accordance to the NYS standards for ESL.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The process used to determine the relevance of this finding was information sharing and discussion during supervisors', cabinet and SLT meetings as well as Faculty Conferences. In addition, information is gathered through informal observations made by teachers as well as supervisory formal observations.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Findings indicate that the EDM curriculum used at PS 35 is a NYS standardized program. Math Steps is used as a supplement to EDM. Both of these programs focus on skills and strategies that provide students with additional opportunity to develop mastery. This program supports the integration of conceptual understanding and the teaching of basic skills. The staff is provided with professional development on the use of manipulative, games and hands-on projects. They are trained to integrate the mathematic performance standards in their lessons and adapt the strategies for differentiated flexible group instruction and on-going assessments. The staff is also provided with training on the use of on-going data analysis in order to plan and implement differentiated instruction. Test taking strategies are integrated into the daily math institutional plan.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

The process used to determine the relevance of this finding was information sharing and discussions during supervisors', cabinet and SLT meetings as well as Faculty Conferences. In addition, information is gathered through informal and formal observations made by supervisors.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our assessment process including formal and informal observations indicated that direct instruction was a frequent instructional orientation for ELA. Teachers often used lecture or questioning-type format and this type of instruction was more evident than student accountable talk. Very often teachers were observed explaining concepts, reading to students, or talking them through a concept as opposed to actively engaging students in the learning process.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In order to address this finding, curriculum managers will work closely with teachers regarding data and the use of differentiated instruction to engage students. This practice will include small group work, one-on-one conferring during student independent work time in the literacy workshop, student questioning, etc. See Action Plan # 4.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

The process used to determine the relevance of this finding was information sharing and discussions during supervisors', cabinet and SLT meetings as well as Faculty Conferences. In addition, information is gathered through informal and formal observations made by supervisors.

To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This finding is not applicable to our school. All staff engages in hands-on, small group activities and technology in their math lessons. Nearly all classrooms that were observed engaged in small-group activities, utilizing manipulative materials and math games.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

We examined the BEDS report and NYS school report card specifically in the area of teacher qualifications and turnover rate.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g.,

Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

The process used to determine the relevance of this finding was information sharing and discussion during Professional Learning Team meetings and Faculty Conferences.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This key finding is not relevant to PS 35. Historically PS 35's ELL students have represented at least 10% of the total population. This year, for instance, there are 80 ELL students out of nearly 650 overall students. This represents more than 10 of the total population. Due to these numbers, PS 35 has always been aware of the need to focus on ELL instruction and, thus, will attempt to provide quality professional development for all teachers through the Network Leader. In 2008-09 our ELL population did not meet the the AYP and so the need to support the ELL students and their teachers remains a main area of focus for the school. All staff members, particularly ESL teachers, are provided with professional development that focuses on ELL instruction. A number of our teachers need to be trained by QTEL. In addition, PS 35's LSO, ICI provides monthly ESL/ELL Institutes and lab sites through its ESL network specialist. This institute includes not only bilingual teachers but also monolingual teachers. Furthermore, for many years we, through different funding sources including Title 3 this year, have provided a Saturday Academy ELL program to provide supplemental academic support to ELLs. An essential part of this program is the PD for pedagogical staff members and parents. For the past three years, the ELL and SWD students have received intervention services such as ELA, Math, Social Studies and Science instruction. As funding allows, Inquiry Team explores best practices to address the needs of ELL students. The Parent Coordinator in collaboration with the Senior ESL teacher has on-going workshops during the school year.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

The process used to determine the relevance of this finding was information sharing and discussion during Professional Learning Team meetings and Faculty Conferences.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Data use and monitoring of the ELLs' academic process and language development has been rigorous and on-going, but not being shared with all staff members. All teachers in PS 35 are required to maintain and periodically review a Class Profile Binder which contains all relevant data related to their class and specific students. Disseminated data includes state tests (ELA, Math, SS Science), other formal assessments (ECLAS2, Acuity) and informal data, such as Fountas & Pinell reading levels, student conference notes, report card grades, teacher-made tests, curriculum and periodic assessments, as well as teacher observations. For the ELL cohort, staff members also have NYSESLAT, LAB-R, scores. Continuous PD on data interpretation, analysis and application will be provided. Student data will be reviewed by supervisors with teachers on an individual basis. Teachers are expected to include all data on instructional matrixes in order to use data to drive instruction and ensure flexible grouping based on students' needs. In addition, part of the focus for our Inquiry Team will be on evaluating the lack of progress, as measured by the NYS ELA, of our long-term ELL students. As part of this work, a thorough analysis of the NYSESLAT was done. These findings were shared with teachers in order to help improve instruction. In 2009-10 the ELL cohort met its AYP while the SWDs met their Safe Harbor AYP.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

The process used to determine the relevance of this finding was information sharing and discussion during supervisors', cabinet and SLT meetings as well as Faculty Conferences. In addition, information is gathered through informal observations made by teachers as well as supervisory formal observations.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This key finding is applicable to PS 35 as evidenced by the fact that our students with disabilities (SWD) have not met the AYP 2008-2009 as measured by the NYS ELA test. All teachers including special education teachers implement and have full access to the general education curriculum. Also, as previously stated, the SWDs are integrated during all activities and school events. In accordance with Chapter 408 Regulations, all PS 35 teachers working with any student with an IEP are provided with a copy of the child's IEP. Special education teachers are provided with training, off-site and in-house, on alternate ways to educate children with delayed fine motor skills, understanding and planning for special needs, behavior modification through descriptive writing, training on multiple intelligences, CTT training, and SMART goals. Additional training must include modifying and improving the range and types of instructional approaches to address the needs of SWD. Staff members working with SWDs will be receive off-site and in-house training through the ICI Network specialists as part of an inquiry process to improve best practices.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2009-10 school year, to assess whether this finding is relevant to your school's educational program.

The process used to determine the relevance of this finding was information sharing and discussion during supervisors', cabinet and SLT meetings as well as Faculty Conferences. In addition, information is gathered through informal observations made by teachers as well as supervisory formal observations. Staff interviews were held with special education teachers and SETSS teachers, as well as general education pedagogical staff.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11

This appendix will not be required for 2010-11

Please Note: Since the system-wide expectation is that schools will maintain effort for 2010-11 programs funded with Contract for Excellence 09 (HS) dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

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

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

6 Students

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

Our school will adhere to the NYSED guidelines for the use of STH services and funds by ensuring that STH eligible students have equity and access to all student services including all instructional programs, AIS programs and applicable student support services, as determined by our needs assessment of the targeted population. Title I funds will be used to provide additional supports to STH eligible students that will include but not be limited to the purchase of school supplies, emergency personal supplies, eyeglasses, book bags, school uniforms, metro cards, etc. However, these funds will not be used to defray costs related to graduation.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 035 Nathaniel Woodhull					
District:	29	DBN:	29Q035	School		342900010035

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	18	18	18		93.2	93.7	92.8
Kindergarten	82	112	112				
Grade 1	98	102	118	Student Stability - % of Enrollment:			
Grade 2	88	90	105	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	112	82	95		90.7	90.6	88.6
Grade 4	100	116	90				
Grade 5	110	99	111	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		60.2	80.2	80.2
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		6	10	32
Grade 12	0	0	0				
Ungraded	0	3	3	Recent Immigrants - Total Number:			
Total	608	622	652	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					11	13	10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	17	19	Principal Suspensions	32	34	0
# in Collaborative Team Teaching (CTT) Classes	11	11	17	Superintendent Suspensions	0	3	0
Number all others	28	28	24				

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	47	47	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	6
# receiving ESL services only	65	56	TBD				
# ELLs with IEPs	6	8	TBD	Number of Educational Paraprofessionals	4	5	7

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.6
				% more than 2 years teaching in this school	66.0	70.2	93.3
				% more than 5 years teaching anywhere	57.4	66.0	86.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	96.0	93.3
American Indian or Alaska Native	1.3	1.1	2.0	% core classes taught by "highly qualified" teachers	88.9	100.0	98.4
Black or African American	43.9	42.4	39.4				
Hispanic or Latino	27.1	28.6	31.6				
Asian or Native Hawaiian/Other Pacific	24.3	23.8	23.3				
White	2.1	2.3	3.2				
Male	48.8	47.9	47.4				
Female	51.2	52.1	52.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	-	-	-			
Multiracial						
Students with Disabilities	X	v	-			
Limited English Proficient	X	v	-			
Economically Disadvantaged	v	v				
Student groups making	5	7	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	D	Overall Evaluation:				P
Overall Score:	12.3	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				P
School Environment:	0	Quality Statement 2: Plan and Set Goals				P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				P
School Performance:	3	Quality Statement 4: Align Capacity Building to Goals				P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				P
Student Progress:	9.3					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

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

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

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

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

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

Part I. School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Cluster 1 CFN 2	District 29	School Number 035	School Name Nathaniel Woodhull
Principal Mark Dempsey		Assistant Principal Julia Soussis	
Coach Jennifer Glancy		Coach type here	
Teacher/Subject Area F. Khan/ESL		Guidance Counselor Ketline Glemaud	
Teacher/Subject Area Rozelle Dabee/ESL		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Pearline Lloyd	
Related Service Provider type here		Other type here	
Network Leader Marlene Wilks		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		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	649	Total Number of ELLs	82	ELLs as Share of Total Student Population (%)	12.63%
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Part II. ELL Identification

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.

Part II: ELL Identification Process

1. Upon registration of newly admitted students, parents or guardians are asked to complete a Home Language Identification Survey (HLIS) which is provided in their native language. Upon completion of the HLIS, it is then reviewed by a certified ESL teacher. If the student speaks, reads or writes predominantly in their native language then the LAB-R is administered by a certified ESL teacher. The LAB-R is then used as the formal initial assessment to assess the level of each student: beginner, intermediate, advanced or proficient in English. ELLs are also evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT) to assess their level of English acquisition in listening, speaking, reading and writing. Students are placed in small groups to administer the listening, reading and writing sections. The speaking portion is done on an individual basis.
2. Upon identifying students that require ESL, parents receive an introductory letter in English and their native language. They are invited to attend a parent orientation and to view the parent orientation video which is available in English and their native language. There are also translators available in French, Haitian Creole, Spanish, Arabic, Urdu and Bengali. Parents are given the opportunity to ask questions to ensure they understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL).
3. P. S. 35 ensures that entitlement letters are distributed to students that must be returned signed by a parent or guardian. Follow up phone calls are made if necessary to ensure that letters are returned. Parent Survey and Program Selection forms are completed at parent orientation sessions.
4. Identified ELL students are placed accordingly in ELL groups based on level of proficiency in English. Advanced students receive 180 minutes of ESL instruction per week. Intermediate students and beginner students receive 360 minutes of ESL instruction per week.
5. After review of the Parent Survey and Program Selection forms, the trend in program choice is Freestanding English as a Second Language.
6. The program models offered at P. S.35 are aligned with parent requests.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	24	11	12	17	10	8								82
Total	24	11	12	17	10	8	0	0	0	0	0	0	0	82

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	9	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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	73	<input type="checkbox"/>	<input type="checkbox"/>	9	<input type="checkbox"/>	<input type="checkbox"/>	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	82
Total	73	0	0	9	0	0	0	0	0	0	82

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

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 L	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	14	3	6	12	5	7								47
Chinese														0
Russian														0
Bengali	4	3	2	1	0	0								10
Urdu	0	2	1	0	2	0								5
Arabic	1	1	1	0	2	0								5
Haitian	3	2	2	0	1	0								8
French	0	0	0	2	0	1								3
Korean														0
Punjabi	1	0	0	1	0	0								2
Polish														0
Albanian														0
Other	1	0	0	1	0	0								2
TOTAL	24	11	12	17	10	8	0	82						

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.

1. A. Our program model is a freestanding model. We employ the Pull-Out program with content area development using ESL strategies implementing the Language Allocation Plan and 100% English instruction but with the students' native language valued and encouraged. We are exploring the Push-In model in classes where there is a larger concentration of ELL students.

B. The students are grouped homogeneously.

2. Advanced students receive 180 minutes of ESL instruction as per CR Part 154. Intermediate and beginner students receive 360 minutes of ESL instruction as per CR Part 154.

3. Our explicit ESL instruction emphasizes the NYS ESL standards and performance indicators in addition to explicit skills instruction and labeling language as it pertains to the related content areas. The ESL teachers coordinate use of ESL strategies with general education classroom teachers; i.e., scaffolding, TPR, use of graphic organizers, etc. Beginning level ELLs receive instruction emphasizing listening and speaking, while other levels emphasize reading and writing.

4. A. Currently P. S. 35 has only one SIFE student who is placed in a self-contained special education third grade class. She receives 360 minutes of ESL instruction in addition to extended day.

B. Our newcomers receive differentiated instruction both in the ESL and in the general education classroom in literacy and the content areas. Emphasis for these students is on auditory and oral skills. In addition, there is an eight week Saturday Academy instructional support program for grades 3 - 5 that is designed to meet their educational needs in order to prepare them for the NYS ELA.

C. ELLs receiving service 4 to 6 years receive their ESL minutes of instruction as per CR Part 154. These students also use a technology based instructional program READ 180. These students also attend the Saturday Academy Program as well as the extended day program.

D. Long-Term ELLs (N/A)

E. The ESL teachers are in communication with the SETTS teacher, the guidance counselor, as well as the SBST regarding any student with an IEP. The ESL teachers and other staff members also implement appropriate strategies that are required for curriculum and testing modifications.

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.			
NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. Targeted intervention programs for ELLs in ELA, math and other content areas are provided for advanced, intermediate, beginners and newcomers. Our ELLs attend extended day and attend the Saturday Academy Program in grades 3 - 5. These intervention services are offered in English.

6. For our ELLs that have reached proficiency on the NYSESLAT, continued transitional support is offered for 2 years. These students also attend extended day and are offered the opportunity to attend the Saturday Academy. In addition, they receive time and a half on the NYS ELA and NYS Mathematics Assessment.
7. We will be improving the Saturday Academy Program for the 2010 - 2011 school year.
8. N/A
9. Our ELL population are afforded equal access to all school programs through letters which are translated in their home language and through parent contact/meetings.
10. Instructional materials used to support ELLs include READ 180 by Scholastic for grades 3 - 5, LEAP Frog for newcomers, and the AWARD Reading Program for grades K - 2.
11. Native language support is delivered in ESL through visuals, TPR, shared reading, grouping and repetition.
12. Yes, required services support and resources correspond to ELLs' ages and grade levels.
13. N/A
14. N/A

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)?

We do not have a dual language program at P.S. 35 at this time.

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. ELL strategies related to the Common Core Standards professional development is provided for all ELL personnel.
2. We are seeking additional assistance in this area.
3. Several of our classroom teachers have taken part in our-of-school ESL training with the intention of turnkeying information/skills to their colleagues.

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?

1. We typically have a strong turnout at our monthly PTA meetings consistently attracting 50+ parents per meeting. For special events and student performances, we always exceed 100 parents. Our upcoming multi-cultural celebration at our December PTA meeting will bring in a large number of parents. We also have had a spike in terms of Parent Volunteers who assist in the morning. We send out notices, wherever possible, in four languages: English, Spanish, Haitian-Creole, and Bengali. We try to conduct the meetings in several languages using simultaneous interpreting equipment with individual earphones for parents. The PTA welcomes ideas through informal conversations, monthly meetings, and a Suggestion Box. The bi-lingual parents also champion the causes and concerns of other non-English speaking parents. We also rely on our bi-lingual School Aides to assist in the Main Office and during phone calls with our parents.

2. We clearly have to do a better job in terms of successfully reaching out to CBOs. Our long-term partner -- Community Mediation Services -- has lost its funding; this organization provided after-school leadership training for our upper grade students. We have not been able to initiate a Boys Scout or Girl Scout troupe at the school. Similarly, the local Police Athletic League's services do not extend to Hollis. The two YMCAs are two and three miles away respectively. We are reaching out to Youth Services for additional ideas. The Hollis Public Library does provide English language training for adults; we typically direct our parents there and to other branches.

3. The Parent Coordinator and ESL Teachers are developing a Parent Survey in four languages (English, Spanish, Haitian-Creole, and Bengali) in order to better determine the needs of the parents. At our monthly PTA meetings, where we try to provide simultaneous interpreting, we solicit ideas from all of the parents. The Parent Coordinator

4. The Parent Coordinator and PTA Officers with Administration work together to provide activities aligned with input from parents at PTA meetings and expect to better address parent needs based on the outcome of Parent Surveys.

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)	8	10	4	4	1	2								29
Intermediate(I)	5	1	5	4	4	3								22
Advanced (A)	11	0	3	9	5	3								31
Total	24	11	12	17	10	8	0	0	0	0	0	0	0	82

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	2	1	1	1							
	I		4	3	0	1	0							
	A		4	3	8	2	4							
	P		1	2	9	5	6							
READING/ WRITING	B		10	2	5	1	2							
	I		1	5	3	5	6							
	A		0	3	8	4	3							
	P		0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	3	2	0	8

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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:

- 3. We look to see if there is adequate and meaningful progress for the ELL students based on their NYSESLAT results.
- 4. a. We are not testing students in their native language.
 - b. We are offering our ELL students more supports, particularly through our Saturday Academy and Extended Day help. More images are also posted on Word Walls in the classrooms. The classroom teachers are not accessing the NYSESLAT results. The school's two ESL teachers use the NYSESLAT results for grouping purposes and instructional planning.
 - c. We are learning the students' level of reading comprehension and level of vocabulary development. The ESL Teachers will begin sharing these results with the classroom teachers.
- 5. We do not have a dual language program at this time.
- 6. We look to see if there is adequate and meaningful progress based on their scores and reading levels.

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.

Part VI. IAD 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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 29Q035

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:	\$365,931	\$18,324	\$372,981
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,659	\$183	\$3,843
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,297	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$36,593	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
 93.7%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

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 <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$307,382	X	15, 17, 20-22, 40-43
Title I, Part A (ARRA)	Federal	X			\$18,141	X	15
Title II, Part A	Federal	X			\$263,869	X	

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.

Title III, Part A	Federal	X			\$15,000	X	27-29
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			\$2,804,662	X	15, 17, 20-22

[Tax Levy : page 13](#)