



P.S. 042 R. VERNAM

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 042 R. VERNAM
ADDRESS: 488 BEACH 66 STREET
TELEPHONE: 718-634-7914
FAX: 718-474-7591

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010042 **SCHOOL NAME:** P.S. 042 R. Vernam

SCHOOL ADDRESS: 488 BEACH 66 STREET, QUEENS, NY, 11692

SCHOOL TELEPHONE: 718-634-7914 **FAX:** 718-474-7591

SCHOOL CONTACT PERSON: Stephanie Martin **EMAIL ADDRESS** smartin23@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Smith-Skinner/ Della Jackson

PRINCIPAL: Stephanie Martin

UFT CHAPTER LEADER: Taneeka Jones

PARENTS' ASSOCIATION PRESIDENT: Queen Makkada

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** Network 306

NETWORK LEADER: Margarita Nell

SUPERINTENDENT: MICHELE LLOYD-BEY

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Stephanie Martin	Admin/CSA	
William Raney	UFT Member	
Diane Hewitt	UFT Member	
Joanne Smith-Skinner	UFT Member	
Queen Makaada	Title I Parent Representative	
John Krattinger	UFT Member	
Taneeka Jones	UFT Chapter Leader	
Frentre Jones	DC 37 Representative	
Amanda Gomez	Parent	
Mellisa Coppin	Parent	
Francis Snell	Parent	
Iesha Morgan	Parent	
Della Jackson	Parent	
maureen Babel	Parent	
Della jackson	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The mission of P.S. 42 is to increase academic excellence for all children by providing programs which will nurture and support their strengths and needs. Our goal is to implement a school-wide policy, which will meet the NY State and NYC Standards for Education and create a learning environment that will boost all of our students to grade level and above. Our purpose is to build and improve morale by instilling in our students, staff and parents a sense of respect for ourselves along with an appreciation for the diversity of the multicultural society in which we live, work and learn.

The K-8 school's population consists of 643 students, 90 staff members including a principal and two assistant principals. The school is dedicated to improving student progress and improving social-emotional behaviors by using a holistic approach to educating students. P.S./M.S.42Q is dedicated to improving literacy instruction by using a variety of resources that include technology. The school utilizes The America's Choice Reading Program to drive instruction in literacy in grades K-5. Students in grades 6-8 are exposed to "RAMP UP", an America's Choice literacy program for middle school. Students are also encouraged to read 100 books each school year; this program is called the "100 Book Challenge". Literacy instruction is also enhanced utilizing technology and open access to "The Robin Hood Library" three days a week after school.

P.S./M.S.42Q is also dedicated to enhancing instruction in mathematics. The school currently utilizes Everyday Mathematics, Impact Math, Math Steps and technology to drive instruction. The school currently offers Advanced Algebra which prepares middle school students for the regents exam, which provides students access to advanced placement in high school.

Currently the school offers students an array of extracurricular activities that include a series of after school programs. "NYJTL" is a year round program for elementary students. Century 21 is an after school program for middle school students. Both programs provide homework assistance, sports, arts and crafts and a host of activities to enrich students. "Title I, PAC" is an after school program that provides homework assistance and dance. "CHAMPS" is a sports program in the morning to enhance health and wellness for students. Academic Intervention is offered after school twice a week through "Liberty Learning". In the winter P.S./M.S.42Q offers academic intervention on Saturdays for struggling students.

The school has a partnership with Long Island Jewish Mental Health Facility through which mental health services are provided during school hours. P.S./M.S.42Q has a mentoring program that meets once a week. This program provides mentoring for at risk middle school males. The school utilizes the "4R's Character Development Program" in grades 2-4 to support social-emotional development. Middle School students also participate in the "STAR TRACK" program which addresses the needs of at risk students. This program is facilitated by the Queens District Attorney's Office.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 042 R. Vernam								
District:	27	DBN #:	27Q042	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		88.8	90.6	TBD		
Kindergarten	64	64	76						
Grade 1	92	93	84	Student Stability - % of Enrollment:					
Grade 2	83	85	80	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	64	98	88		84.3	86.47	TBD		
Grade 4	90	62	89						
Grade 5	83	90	49	Poverty Rate - % of Enrollment:					
Grade 6	95	65	87	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	106	90	63		85.7	66	74.5		
Grade 8	109	100	89						
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		24	25	TBD		
Grade 12	0	0	0						
Ungraded	3	2	7	Recent Immigrants - Total Number:					
Total	789	749	712	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	4	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	93	98	90	Principal Suspensions	74	64	TBD		
# in Collaborative Team Teaching (CTT) Classes	24	19	15	Superintendent Suspensions	39	46	TBD		
Number all others	51	31	32						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	29	36	39	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	2	3	Number of Teachers	74	75	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	11	TBD
				Number of Educational Paraprofessionals	6	6	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	6	4	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	62.2	77.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	47.3	50.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	87	TBD
American Indian or Alaska Native	1.1	1.5	1.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	70.7	78.6	TBD
Black or African American	76.3	76.1	74.7				
Hispanic or Latino	17.9	17.2	18.3				
Asian or Native Hawaiian/Other Pacific Isl.	2.5	2.7	2.8				
White	2.2	2.3	1.8				
Multi-racial							
Male	53.4	53.3	54.5				
Female	46.6	46.7	45.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			

Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	77.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8.1	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	14.3	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	48	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	√

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

As of October 31st PS/MS 42Q has 642 students in grades K-8. 74.7 % of our population is African American, 18.3 % are Hispanic /Latin and 1.5% of our student population is American Indian. 54.5% of the student population is male while 45.5% of our populations are females. We are a Title 1 school wide program and we currently service 39 English Language Learners. We have 90 students who receive special education services.

Currently, the school is in the Restructuring phase, year 4 we did not make Annual Yearly Progress in the English Language Arts, African American students, Hispanic, Students with Disabilities, and the economically disadvantaged. 20% of our students tested in English Language Arts in 09-10 scored a level 1 which has a 1% increase of students scored a level 1 in 08-09. In 09-10 54% of students scored a level 2 in 80-09 42% of students scored a level 2 in ELA. 18% of students tested in 09-10 scored a level 3 where as 50% of students tested in grades 3-8 scored a level 3 in 08-09. Students scoring a level 4 In 08-09 were 1% in 09-10 2% of the students scored a level 4. This data in ELA shows a significant drop in students scored a level 3 and better in 08-09. This is due to The New York State Department of Education decision to raise the cut scores resulted in students not performing at level 3 and 4.

In 09-10 of the 461 students that were tested in mathematics 461, 20% scored level 1, 49% scored in level 2, 23% scored a level 3 and 8% scored a level 4. In 08-09, 6% of students scored a level 1, 22% scored a level 2, 57% scored a level 3 and 13% scored a level 4. The data shows that we dropped significantly with students achieving level s 3 and 4 from 08-09 to 09-10. This is due to The New York State Department of Education decision to raise the cut scores resulted in students not performing at level 3 and 4.

In 2009-2010 40 students were tested in ELL on the NYSESLAT, 5% scored Beginning, 13% scored intermediate and 48% scored advanced, and 35% proficient. In 2008-2009 students scored 13% at beginning, 36% intermediate, 23% advanced and 28% proficient on the NYSESLAT.



SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011 students in all subgroups in grades k-8 will increase their literacy proficiency as measured by the Independent Reading Level Assessment and The New York State English Language Arts Assessment by 1 year.	<input type="checkbox"/> Students will be successful at literacy when they are engaged in reading everyday for at least 1 hour.
<input type="checkbox"/> By June 2011 students in all subgroups in grades k-8 will increase their Mathematics proficiency as measured by the End of Unit Assessments, New York City ACUITY assessments and The New York State Mathematics Assessment.	<input type="checkbox"/> Based on our Performance Index from the previous year the performance all subgroups must improve to close the achievement gap.
<input type="checkbox"/> By June 2011 all students in grades 4 and 8 will show evidence of science proficiency on the New York State Science Assessment.	<input type="checkbox"/> All students must be proficient in the core subject of science in order to compete in a global economy.
<input type="checkbox"/> By June 2011, attendance will increase from 89.6% to 95% as measured on ATS.	<input type="checkbox"/> In order to increase our student achievement we need to improve student attendance.
<input type="checkbox"/> By June 2011 Parent Involvement will be increased by 50%	<input type="checkbox"/> Parent involvement is an integral part of the student success.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011 students in all subgroups in grades k-8 will increase their literacy proficiency as measured by the Independent Reading Level Assessment and The New York State English Language Arts Assessment by 1 year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> All English Language Arts teachers will follow the workshop model to teaching reading and writing. Using leveled libraries, students will be given 30-40 minutes of individualized reading and writing instruction using focused mini-lessons, guided and shared practice and independent practice. Differentiated literacy support using conference logs and the Common Core Standards developed during common planning time will ensure that all students are receiving standards based instruction. Student goals will be generated based upon students’ needs during the student and teacher conference. Teachers will follow America’s Choice Reading and Writing curriculum. All teachers will have access to classroom support via a push-in model by America’s Choice facilitators and the 100 Book Challenge Facilitators, administrative support and teacher support.</p> <p>Students will also receive in classroom support by the English Language Learning Teacher and the Special Education Teacher Student Support teacher. Teachers will have a weekly common planning time to plan English Language Arts lessons with the Literacy Coach as well as the America’s Choice Staff Developers. Teachers will participate in School-wide professional development to analyze student data and plan next steps for students needing enrichment or academic intervention.</p> <p>Teachers will do inter visitations September-June and implement best practices of their colleagues. Teachers, curriculum specialist, AIS support, Title I Reading Teacher and administration will target population students, September-June. Sept-June administration,</p>

	<p>network specialist and America's Choice's staff developers will model differentiated instruction practices minimal once a month for targeted teachers and students. September –March; paraprofessionals and administration will preview lessons to familiarize themselves with content of instruction to provide differentiation to special needs students. November –June teachers, curriculum specialist, AIS support, Title I Reading Teacher and administration will progress monitor at-risk students using reading assessment data and as an extension to inquiry team to provide intervention on all grades. September-June administration, network specialists, and America's Choice staff developer will model lessons for at-risk students, teachers, paraprofessional, and parent workshops.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Tax levy Text book money- Purchase Class Libraries Grades Coach Title 1 SWP, Fair Student Funding- Literacy Title 1 Corrective Action Tax Levy Fair Student Funding Tax Levy IEP Teacher Contract for Excellence</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>NYC Predictive exams twice a year Data Binder with Conference logs, Reading logs, Fountis and Pinnell Reading level Growth chart, Student writing samples, Progress Reports, Student Goals and progress sheets – Ongoing</p>

Subject Area Math
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011 students in all subgroups in grades k-8 will increase their Mathematics proficiency as measured by the End of Unit Assessments, New York City ACUITY assessments and The New York State Mathematics Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> All Mathematics teachers will follow the workshop model to teaching mathematics. Using the Everyday mathematics curriculum in grades K-5 and Impact Mathematics in grades 6-8. Differentiated mathematics instruction using conference logs, student goals, assessment, student work, and the Common Core State Standards will be the focus for math weekly common planning. We will also have push - in intervention support by the mathematics specialist to assist classroom teachers with grouping and differentiated student support.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Title 1 10% Professional Development Coach Tax Levy Fair Student Funding - Assistant Principal - Supervise Math Contract For Excellence</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> NYC Predictive exams twice a year NYC ITA Data Binder with Conference logs, Unit Assessments, Daily Progress Reports, Student Goals and progress sheets – Ongoing</p>

Subject Area
(where relevant) :

Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>By June 2011 all students in grades 4 and 8 will show evidence of science proficiency on the New York State Science Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/>Unit tests will be given to determine student growth and next steps which will include interventions and enrichment. Science trips will be planned to enrich students experiences in the field of science. Technology will be incorporated into the science curriculum. Students will also be required present a culminating science project in which they will have to present their research orally and on a display board for our annual science fair. Teachers will work on unit plans during their common planning periods.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/>Tax Levy software Tax Levy Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/>Students will demonstrate their understanding of concepts by improving their scores on unit test. Students will demonstrate their knowledge of science when practicing with Study Island by passing the unit test.</p> <p>Students will actively participate in the LAB demonstrating their understanding of unit concepts.</p>

Subject Area
(where relevant) :

Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>By June 2011, attendance will increase from 89.6% to 95% as measured on ATS.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Organize and implement an attendance committee that will meet regularly to review student attendance and lateness patterns. Part of the committee's objectives is to review attendance daily to track absences, make phone calls, send letters home and conduct home visits based on outstanding 407's. Participants will include attendance teacher, social worker, Family worker, Parent Association representative, Assistant Principal and Parent Coordinator. We will also plan and provide positive incentives to encourage students to come to school on time. This will include: Monthly 100% attendance posters listing students who come to school on time, Pizza Parties for classes with 100% attendance, and provide students with individual certificates for perfect monthly attendance during the student of the month celebrations. Student pictures with award for attendance will be recognized on the Principal Board.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Attendance teacher, Assistant Principal, AIDP Attendance Family Assistant, Parent Coordinator, Supplies-general</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p>

Subject Area
(where relevant) :

Parent Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 Parent Involvement will be increased by 50%</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Using the parent survey generated by the NYC Department of Education and a interest survey developed by the school staff, parent workshops and activities will be planned based on this data. Parents will be invited to attend assemblies to participate and celebrate their children performances and award ceremonies. Incorporate parental involvement in classrooms through the Learning Leaders. Parents will be kept informed of the school events via a Parent Newsletter. We will also collaborate with the Title 1 PAC and Parent Association to develop monthly meetings that meet the needs of our school community. Parent Involvement will also be an integral part of the School Leadership Team Meeting.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Parent Coordinator - Assist with the organization of parental activities, Develop Newsletter, Parent outreach.</p> <p>Assistant Principal - Supervise Parent Coordinator</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Monthly attendance sheets will gauge parental participation to activities. Parental feedback after workshops will also determine the direction we as a school need to go with future presentations. Monthly newsletters will also have dates of future workshops to keep parents informed. We will also send out letters reminding parents of meetings along with reminder phone calls. We will also engage parents through the Learning Leaders Program.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	35	35	N/A	N/A				
1	40	40	N/A	N/A				1
2	40	40	N/A	N/A				
3	40	40	N/A	N/A				
4	35	35	35	35				
5	35	35	35	35				
6	20	20	20	20	3			
7	40	40	40	40		1		
8	30	30	30	30				1
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> PS/MS 42 provide students with multiple opportunities to receive academic intervention. We provide students with 3 days of 37 1/2 minutes of small group instruction in all academic areas. We also have staff members who push into the classroom to provide smaller teacher student ratio during all core subject areas. We also restructured the literacy program so that teachers are conferencing will all students at least once a week. Students in need of academic intervention are invited to participate in the SES after school program twice per week in grades K-8
Mathematics:	<input type="checkbox"/> PS/MS 42 provide students with multiple opportunities to receive academic intervention. We provide students with 3 days of 37 1/2 minutes of small group instruction in all academic areas. We also have staff members who push into the classroom to provide smaller teacher student ratio during all core subject areas. We also restructured the literacy program so that teachers are conferencing will all students at least once a week. Students in need of academic intervention are invited to participate in the SES after school program twice per week in grades K-8
Science:	<input type="checkbox"/> <input type="checkbox"/> PS/MS 42 provide students with multiple opportunities to receive academic intervention. We provide students with 3 days of 37 1/2 minutes of small group instruction in all academic areas. We also have staff members who push into the classroom to provide smaller teacher student ratio during all core subject areas. We also restructured the literacy program so that teachers are conferencing will all students at least once a week. Students in need of acadademic intervention are invited to participate in the SES after school program twice per week in grades K-8
Social Studies:	<input type="checkbox"/> PS/MS 42 provide students with multiple opportunities to receive academic intervention. We provide students with 3 days of 37 1/2 minutes of small group instruction in all academic areas. We also have staff members who push into the classroom to provide smaller teacher student ratio during all core subject areas. We also restructured the literacy program so that teachers are conferencing will all students at least once a week. Students in need of academic intervention are invited to participate in the SES after school program twice per week in grades K-8

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Students designated “at risk” are seen by the school psychologist for a minimum of 30 minutes per week for ten weeks
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Students designated “at risk” are seen by the school psychologist for a minimum of 30 minutes per week for ten weeks
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Students designated “at risk” are seen by the social worker for a minimum of 30 minutes per week for ten weeks
At-risk Health-related Services:	<input type="checkbox"/>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-8

Number of Students to be Served:

LEP 9

Non-LEP 41

Number of Teachers 1

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□ Robert Vernam is an elementary - middle school with 714 students from kindergarten through grade 8. The school population comprises 75% Black, 18% Hispanic, 2% White, and 3% Asian students. The student body includes 6% English language learners and 20% special education students. The school is in receipt of Title 1 funding. At PS/MS42Q: Arabic, Bengali, Dutch, French, Haitian Creole, Ibo, and Spanish are the primary languages spoken by ELL students.

All students participate in a rigorous curriculum in all core subjects that is aligned to NYS standards.

English language learners (ELLs) at each grade level participate in all of the school's curricula through differentiated instruction. This curricula includes Everyday Math and Impact Math programs, as prescribed by the Board of Education, and the Reading First program for the primary grades; the literacy curriculum for grades 4 – 8 is rooted in the philosophy of Balanced Literacy. ELLs participate in daily instruction in ESL. The program is a push-in/pull-out, free standing ESL model in which ELLs are engaged in activities following the Balanced Literacy Prototype for ELLs. The language of instruction throughout is English.

There are 41 ELLs, as of September 25, 2009, in Kindergarten through Grade 8. The ELLs are provided a free-standing ESL program taught by a certified ESL teacher. Either the ESL teacher pushes into the classroom to assist ELLs during instruction by the classroom teacher, or students are pulled out of their classroom for small group instruction at the three different proficiency levels; students receive ESL services for the mandated number of hours pursuant to CR Part 154.

The ESL curriculum for English Language Learners focuses on academic language, both vocabulary and grammar in all content areas. Textbooks, specifically developed to teach academic vocabulary to ELLs, are being used: the Language for Learning series, published by Options, provides strategies and practice for learning content-area vocabulary in the context of science and social studies with connections to mathematics, and the Academic Language Notebooks: The Language of Math series helps intermediate and advanced level ELLs learn and practice essential math language and concepts. In addition, techniques and materials developed by Dr. Kate Kinsella, along with the Academic Word List, are incorporated into the lessons. Grammar instruction is supported with the Write Source textbook series, the interactive cd-rom of Betty Azar's textbook, Fundamentals of English Grammar, and supplemented by several interactive programs produced by Plato for Play-station 2 and several online programs.

The ESL curriculum for newcomers and those at the beginning/low intermediate level of proficiency emphasizes phonetic awareness, general vocabulary, syntactic instruction, and cultural awareness. The Wilson Reading System is implemented with all of these students, along with the use of TPR techniques, visual and aural supports using the Heinle Picture Dictionary and CD-Rom, the Heinle Picture

Dictionary for Children and cd-rom, recorded books, movies, and interactive programs on play-stations, computers, and the Reading Mentor system. For those ready to work with the texts, the Options Vocabulary Write Source is used.

Throughout the year , classroom teachers and the ESL Specialist provide students and their families with feedback about students' progress. P arents are often invited to participate in ESL classroom activities to develop their own English, support their children's learning and better understand the expectations for their children's performance.

Title III funds will facilitate an after-school instructional program. The program will be made available to ELLs, former ELLs, and students who speak a creole language at home. The full-time ESL teacher and the Spanish teacher at PS/MS42Q will conduct tutorial sessions for ELLs to supplement their day time learning activities. LEP students and non-LEP students who have either attended school outside of the United States or have not yet demonstrated English language proficiency on the LAB-R or NYSESLAT exam will meet at least three times per week for 2 hours after school. The students will be provided homework assistance and tutorial support, and they will have an opportunity to engage in alternative modalities for learning academic English.

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 ESL teacher will continue to participate in professional development activities provided through the schools association with the Knowledge Network Learning Support Organization. All matters related to teaching and learning in the ESL classroom are addressed including ELL identification procedures, teacher planning, student assessment, differentiating instruction for ELLs, instructional strategies and techniques, vocabulary development, NYS ESL /ELA Standards, state regulations, balanced literacy prototype for ELLs, technology assisted instruction for ELLs, goals setting, the NYSESLAT /LAB-R. Professional development is at no cost to the Title III program

Description of Parent and Community Participation

The school motto, displayed throughout the school inspires the whole school community to work together to make the vision becomes reality. It is; "We can. We will. We must achieve. We will go to College."

Title III funds will be used to increase ELLs' family involvement with their children's education through providing first language translations of the key ideas and vocabulary of the week's lessons. Research on parental involvement clearly supports the notion that ELLs

will benefit by increased parental involvement in their homework and other learning experiences. If parents understand their children's lessons, they can provide not only first language explanations but specific, culturally-relevant background knowledge.

In order to facilitate the family's increased involvement, the ESL teacher will analyze the classroom texts and prepare reports of the key concepts, specialized syntax and vocabulary to be covered. These reports will be translated, using computer and online programs, into the home languages of the ELLs at PS/MS42Q: Arabic, Bengali, Dutch, French, Haitian Creole, and Spanish. Parents may meet, call and/or email the ESL teacher for clarification and suggestions.

Section III. Title III Budget

School: P.S./M.S. 42Q
BEDS Code: 342700010042

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	11,935.20	<input type="checkbox"/> Student Instructional Program 2Tr X 3 Days X 2Hrs. X 20 Wks X \$49.73 = \$11,935.20
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1064.80	<input type="checkbox"/> Student workbooks. Computer headphones with microphone. Art supplies.

Educational Software (Object Code 199)	2000	<input type="checkbox"/> Speech-to-text software (Dragon Naturally Speaking); translation software; phonemic awareness software
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	3064.8	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The School Leadership Committee conducted interviews of parents and review of letters, calendars, and meeting minutes to determine the nature and frequency of communication with caretakers, noting the use of home languages. Interviews of parents and staff were conducted to determine oral translation needs during planning of school-wide grade and classroom activities.

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.

Interviews of parents and staff were conducted to determine the oral translation needs during the school-wide grade and classroom activities. It was determined that most parents are capable of reading English. However, students of Spanish speaking countries are provided translated materials in their native language. Translators are available.

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.

If a document requires translation, the school will provide this service. Any document the DOE sends comes with a translated version.

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.

- If a document requires translation, the school will provide this service. Any document the DOE sends comes with a translated version.
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>.
- Any need is noted, a staff member will be present to translate into the required language during mandated parent-teacher conferences and any other occasions where caretakers and staff have opportunities to discuss student progress and/or concerns.

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:	\$458,588	\$2,677	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,585		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,934	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$45,858	*	

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

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

N/A

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

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

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

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

PS/MS 42Q receives Title I funding in proportion to the number of children that are eligible to receive *free lunch.

The policies and procedures for Parent Involvement include: Consultation, Annual meetings and Parent Involvement activities.

The Executive Boards of both, the Parent Association and the Title I Parent Advisory Council oversee all School Parent Involvement activities. School administration by mandate of Title I NCLB legislation will work closely with the Executive Board of Title I to help devise new and creative ways to provide support to Title I parents and their children.

Consultation

The P.A.C. Chairperson will attend District Parent Advisory Council/District Councils of Presidents meeting to:

Obtain information of their rights/responsibilities defined by Title I NCLB legislation

Obtain written description of all Title I programs for review, discussion, and recommendations

Obtain information and provide input regarding program goals, objectives, and procedures for selecting, assessing schools and students, development of educational strategies, and implementation and evaluation of said programs.

Receive monthly updates of program activities and fiscal disbursement regarding the school's total Title I funding as mandated by Title I NCLB.

Discuss with the principal, district, and region, recommendations for changes.

Annual Meeting

Parent Involvement

Conducting a Parent Orientation for new parents and incoming transfer students

Recruiting through the Executive Boards of both PA and PAC parent volunteers for the SLT

Providing knowledgeable, professional, and courteous staff to answer parent questions regarding their children

PA and PAC to hold meetings like the "Parent Pit Stop" at various times of the day and evening to encourage broader parent participation

Scheduling the Principal's Monthly Report at both PA and PAC meetings at a time that the principal can personally deliver her address

The administration and staff of PS/MS 42Q are committed to making parents feel welcomed, respected and appreciated when they enter the school.

Parental Involvement Professional Development 42Q:

DPAC 27 Parental Involvement Activities:

Parental Involvement Professional Development 42Q:

Superintendent Olivia Ellis in collaboration with Principal Stephanie Martin will provide a 2 hour Professional Development for the 7 PA Parents elected School Leadership Team Representatives on December 16th, 2010.

This Professional Development will focus on building the SLT Parents capacity to understand fundamental Educational language, concepts and strategies to move 42Q's K-8 Students academically to greater academic achievement. The Workshop will introduce the PA SLT Parents to the fundamentals of learning programs that 42Q utilizes to prepare its' Students for ELA, Math, Social Studies and Mathematical Assessments.

The UFT Constituents have also stated that they will also provide Professional Development for the SLT Parent Elected Leaders, who will then "turn key" the information to 42Q's Parents at large via Parent Workshops, Assemblies, and collaborative Parental Involvement Activities with the UFT and Administrators throughout the rest of School year 2011.

I.A. Principal Stephanie Martin is committed to seeking out other Parent Technology Training to supplement the initial Parent use of Library Lap Tops in her Collaborative Meeting with the Title 1 PAC in October 2010.

DPAC 27 Parental Involvement Activities:

District 27 legitimately formed a District Independent Parent Title 1 Governance Structure on 5/21/09 and P.S./M.S. 42Q has participated in all DPAC 27 District 27 Parental Involvement Activities since then. During School year 2010-11, P.S./M.S. 42Q elected Title 1 Parent Chair and

42Q's Title 1 Parents at large have participated in DPAC 27's Monthly Book Club at the 54th Street Renovated Areverne Queens' Public Library, as well as at M.S. 53Q and Village Academy.

42Q's elected Title 1 Officers and Title 1 Parents at large collaborated with DPAC 27 in November of 2010 to host Deputy Chancellor Eric Nadelstern's Professional Development Training regarding the Children's First Network, and his department, the Division of School Support and Instruction. To further "build Title 1 Parent's capacity", 42Q's PAC collaborated with DPAC 27 to host a Professional Development and Training with the Donald Conyers, Network Cluster wherein his Staff explained the role of their "Network Team" and the role of "Network Leaders".

42Q's PAC and Title 1 Parents at large will also participate in the DPAC 27's District wide Talent Show to increase Parent Involvement and Family Interaction through Social Engagement. At the December DPAC 27 mandated Monthly Meeting, One Green Apple's Joseph, Fratoni, presented a new and innovative Parent Technology Computer service that tracks Student Achievement, connects the Parent with the Teacher in constant and instant communication with various ELL translations as well as monitors Parental Involvement.

In January 2011, Mr. Fratoni has agreed to do a presentation for 42Q's SLT as a result of the elected PAC leadership's advocacy for 42Q to buy into this service. 42Q has also agreed to host Parent Literacy, GED, Job Readiness and Life Skills Workshops with DPAC 27 in concert with Vendors and Schools working together.

42Q will support DPAC 27's District wide Parental Involvement Policy to celebrate multicultural diversity by hosting multicultural Assemblies and inviting all DPAC 27 members as well as opening up opportunities for 42Q's Title 1 Students and Parents to participate in DPAC 27's multicultural events and activities.

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.

2010-2011 Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

P.S./M.S. 42Q will:	The Parent/Guardian will:
<p>Provide high-quality curriculum and instruction</p> <ul style="list-style-type: none"> Offer a flexible number of meetings at various times Actively involving parents with curriculum, i.e. Curriculum Night, Progress Reports Provide parents with timely information about all programs Provide professional development activities for parents according to their needs and interests via survey 	<p>-->Share the responsibilities for monitoring student achievement</p> <p>Monitor our children's:</p> <ul style="list-style-type: none"> >Attendance at school ->Homework – agree on a special time and place ->Monitor television viewing <p>-->Read to our children for 15 – 30 minutes each day in grades K – 1</p> <p>-->Listen to our children read for 15 – 30 minutes each day in grades 2 -3</p> <p>-->Have our children in grades 4 – 8 read independently for 30 – 60 minutes daily</p> <p>->Attend Curriculum Night</p> <p>>Foster communication between parents and teachers by</p> <ul style="list-style-type: none"> Attending at least two parent teacher conferences each school year Discussing the results of our children's progress with our children Arrange appointments to speak with teachers on available preps, which can be accomplished through the Parent

Coordinator

>Volunteering and participating in our children's class and related activities when students are deemed at risk

>Attending at least 4 PA/PAC meetings

<-->Utilize the assistance that is offered through workshops, meetunication

<->Discuss school activities daily with our children, and ask to see school work

<->Student Responsibilities:

Share the responsibility to improve our academic achievement

Do my homework every day and ask for help when I need to.

Read 15 - 60 minutes every day outside of school time.

->Have good attendance and arrive to school on time.

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 2010-11 Title I Parent Involvement Guidelines available on the NYCDOE website.

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PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

As of October 31st PS/MS 42Q has 642 students in grades K-8. 74.7 % of our population is African American, 18.3 % are Hispanic /Latino and 1.5% of our student population is American Indian. 54.5% of the student population is male while 45.5% of our populations are females. We are a Title 1 school wide program and we currently service 39 English Language Learners. We have 90 students who receive special education services.

Currently, PS/MS 42Q is in the Restructuring phase, we did not make Annual Yearly Progress in the English Language Arts, African American students, Hispanic Students, Students with Disabilities, and the Economically Disadvantaged. 20% of our students tested in English Language Arts in 09-10 received a level 1 which has risen from 1% of students receiving a level 1 in 08-09. In 09-10 54% of students received a level 2 in 80-09 42% of students received a level 2 in ELA. 18% of students tested in 09-10 received a level 3 where as 50% of students tested in grades K-8 received a level 3 in 08-09. Students receiving a level 4 In 08-09 were 1% in 09-10 2% of the students received a level 4. This data in ELA shows a significant drop in students receiving a level 3 and better in 08-09.

The data in mathematics show that of the 461 students tested in 09-10 20% of the students scored level 1, 49% of the students scored in level 2, 23% of students scored a level 3 and 8% of the students scored a level 4. Compared to the 08-09 school year 6% of students scored a level 1, 22% of students scored a level 2, 57% of the students scored a level 3 and 13% of the students scored a level 4. The data shows that we dropped significantly with students achieving level s 3 and 4 from 08-09 to 09-10.

Of the 40 students tested as English Language Learners on the state NYSESLAT in 09-10 5% scored in the Beginning, 13% scored in the Intermediate, 48% scored in Advanced and 35% scored Proficient. During the 08-09 school year students scored the following on the NYSESLAT 13% scored Beginning, 36% scored Intermediate, 23% scored Advanced, and 28% scored Proficient.

One of the school's barriers was the alignment of programs to the state standards. The school had 3 reading BASAL programs that were not mapped to the state standards. Classrooms were void of independent reading libraries for students to practice reading. The school was part of the Core Knowledge Program which was not implemented school wide. The school did not curriculum map the standards in mathematics, social studies and science. Assessments were not utilized to or aligned to the current reading programs and student performance.

Professional development activities were not aligned to the school's goals, student achievement or state standards. Teachers in the middle school were teaching core subjects out of license thus students did not make academic achievement in the Science content area. The mandated Academic Intervention services were not evident for students scoring in level's 1 and 2. Students who scored levels 3 and 4 were not engaged in differentiated activities that would move them forward academically. The school had many programs that interfered with teachers teaching reading and mathematics strategies needed for students to become independent thinkers, readers or writers.

2. Schoolwide reform strategies that:

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

All students not meeting state standards based on the 09-10 ELA and Math data were invited to attend AM 37 1/2 minutes Academic Intervention Services. PS/MS 42Q is also and SES School so students not meeting the ELA and Math standards were also encouraged to apply for at school services or at home private tutoring. All teachers were trained to implement the America;s Choice program which is a researched based and standards based program. Teachers will provide differentiated instruction everyday to meet the needs of all students. Teachers will also write learning goals that is directly linked to student data. Students also write learning goals based on where they are academically,

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.

37 1/2 minutes before school for all students who received a level 1 or 2 on state assessments.

Help provide an enriched and accelerated curriculum.

Differentiated instruction will be utilized to provide all students achieving levels 3 and 4 an enrich curriculum.

Meet the educational needs of historically underserved populations.

See above.

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.

See above.

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

See above.

3. Instruction by highly qualified staff.

PS/MS 42Q has 100% of 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.

Children's First Network will provide ELA, Math, Special Education and ELL support and professional development for teachers and administrators.

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

PS/MS 42Q will provide extensive and ongoing professional development opportunities for all staff including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: LSO PD opportunities, as well as non department of education PD offerings, differentiated training to meet the needs of both new and experienced staff. All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results and the removal of the school from "needs improvement" status

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

See above

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.

Weekly common planning meetings are designed for teachers to discuss student assessments and next steps for teaching strategies to move students forward academically. Teachers are also provided with 1/2 professional development opportunities to meet with the America's Choice facilitators and CFN coaches. Teachers also meet every Thursday morning to discuss the Inquiry focus.

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.

37 1/2 minutes is provided for all students who experience difficulty mastering proficient or advanced levels of the academic achievement standards. Students are also invited to attend the SES program, 21st century academic intervention program and classroom teachers will provide tier 1 intervention in the classroom by way of differentiation of instruction. Students not making progress with these interventions will be educationally evaluated to receive more instructional resources.

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.
 See above

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

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

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

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

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

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
 - We are currently using the America's Choice program for reading and writing. This researched based program along with curriculum mapping in all areas will assist the school in helping all children achieve state standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - The school allocates time and resources on a weekly basis for all classroom teachers to meet and plan for students using the America's Choice program. Full and 1/2 day professional development is also utilized as part of the school's 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;

This year we have incorporated 37 1/2 minutes of targeted instruction 3 days a week before school to all students that need academic intervention.

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

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

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

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

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

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all 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.

Restructuring (Advanced)

NCLB / SED STATUS: - Focused **SURR PHASE / GROUP (IF APPLICABLE):**

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

- K-5 use of the America's Choice Literacy program to move literacy instruction and promote student success.
- Grades 6-8 use America's Choice Ramp[Up Literacy program to move literacy instruction and promote student success.
- The ESL teacher will work directly with the classroom teacher to meet the needs of ELL's
- Technology-based programs are used to improve differentiation of instruction, for example Renzulli
- Grade conferences, faculty conference, staff retreats, ½ and whole day professional development for all teachers.
- Special needs teachers will align student goals will be aligned with the goals with the school.
- Leadership among all teachers to build capacity
- Student ITA and Predictive assessment data will be used to develop student goals that are standards based.
- All classroom teachers will participate in the Inquiry process using the Common Core Standards to advance student writing.

- The assistant principals along with the data specialist and curriculum specialist will spearhead professional support to weak teachers.
- Teachers will be required to develop goals for student achievement
- Observations will be used to provide support for struggling teachers
- Instructional Leadership Team will develop strategies to support teachers and assess the school's goals to improve instruction.
- Curriculum maps will be developed to align standards with programs and materials and experiences to maximize instructional experiences at PS/MS 42.
- Parents will be integral partners in the learning process, receiving training on the schools' educational initiatives.
- Purchase of classroom libraries
- Intervistations within the school and outside to view best practices
- One to one coaching with a representative from the America's Choice program and from the curriculum specialist.
- School wide writing program using the America's Choice program

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

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

- College courses to encourage highly qualified teachers
- Funds will be used to cover teachers to participate in full or 1/2 day professional development.
- Purchase of professional development books.

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

The curriculum specialist, administration, America's Choice facilitators and CFN coaches will assist the school with the work of developing all teachers in all core subject areas.

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.

A letter is distributed via backpack to parents in two languages; English and Spanish. A meeting is organized for parents to attend to discuss the reasons why we continue to be a SINI school.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

11

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

The school will work in conjunction with the CFN liaison to determine the needs of students in temporary housing, review resources, and plan ways to address their needs. Planned services include:

Academic programs and educational support services

Basic emergency supplies, school supplies, uniform and transportation

Extended library hours

Counseling services

Parental involvement and support

Intervention programs

Part B:

Part B - For Non-Title I Schools

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

11

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.



The school will work in conjunction with the CFN liaison to determine the needs of students in temporary housing, review resources, and plan ways to address their needs. Planned services include:

Academic programs and educational support services

Basic emergency supplies, school supplies, uniform and transportation

Extended library hours

Counseling services

Parental involvement and support

Intervention programs

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

N/A

CEP RELATED ATTACHMENTS

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

File Name - 28_27Q042_102610-211304.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District	School Number 042	School Name Robert Vernam
Principal Stephanie Martin	Assistant Principal Laura Edwards		
Coach	Coach		
Teacher/Subject Area Barbara Levy/ESL	Guidance Counselor type here		
Teacher/Subject Area type here	Parent type here		
Teacher/Subject Area type here	Parent Coordinator type here		
Related Service Provider type here	Other type here		
Network Leader type here	Other type here		

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	1	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		Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	%
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Part II: ELL Identification Process

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

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

When every student registers at PS/MS 42Q, the parent is given the Home Language Survey (HLIS) form to complete. For those students who meet the criteria, an informal interview is conducted with a pedagogue, a letter in English and in the home language is mailed to the home, and the LAB-R is administered by the certified ESL teacher to determine the student's level of English language proficiency. If the student's first language is Spanish and the child is unable to complete the LAB-R in English, the secondary school Spanish teacher administers the Spanish LAB to the student.

Should the student be identified as having limited English proficiency, then the parent is mailed an entitlement letter (in English and in the identified home language) and invited to the school to meet with the ESL teacher for an orientation to discuss the available programs for ELLs, watch a parent information DVD and review a parent brochure printed in English and the home language. The DVD is available in nine languages and a translator is provided when necessary. The information is designed to enrich the parents' understanding of the available programs and facilitate their ability to make a sound educational decision as to which program will best meet the needs of their child.

If the parent chooses the free-standing ESL program, the student is assigned to an appropriate age, ESL group with other ELLs at the same proficiency level. Over the past several years, parents have consistently chosen the free-standing ESL program, and PS/MS 42Q offers the free-standing ESL program consistent with parents' choice. Each year, in the spring, the NYSESLAT is administered to all students in ESL classes. The results determine the students' continuing eligibility for ESL classes and the level of proficiency for each student.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	5
SIFE	9	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	2

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										0
Dual Language										0
ESL	17	9	3	6	0	2	2	0	1	25
Total	17	9	3	6	0	2	2	0	1	25

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	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	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other <u>X</u>																			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	1	0	3	4	2	3	1	2	1					17
Chinese														0
Russian														0
Bengali			1											1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic			1		1									2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1	1		1	2					5
TOTAL	1	0	5	4	4	4	1	3	3	0	0	0	0	25

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1) Instruction is delivered using both push-in and pull-out models. During push-in periods, the students are in a heterogeneous small group, while the pull-out periods are conducted with homogeneous small groups. The decision to pull-out students is primarily based on three factors: 1) the number of students at the same proficiency level 2) within two or three continuous grade levels 3) in classrooms without other ELLs.

2) In order to deliver the mandated minutes, the ESL teacher along with bilingual teachers and paraprofessionals, and the Spanish teacher provide the 75% of ESL instruction and 25% of Native Language instruction required for the freestanding ESL program. Newcomers and those students assessed to have English proficiency at the Beginner or Intermediate levels meet for eight, evenly distributed, 45 minute class periods each week. Students demonstrating proficiency at the Advanced level or who are ready to be transitioned meet for four, evenly distributed, 45 minute class periods each week.

3) Content areas are primarily delivered by the classroom and cluster teachers in English, with support from the ESL and Native Language teachers, and bilingual peers who have been designated as buddies. When native language support is needed, classrooms also have bilingual glossaries and dictionaries, bilingual word walls and some textual materials. Content is scaffolded for ELLs, using a wide spectrum

of techniques such as modeling, use of visual, aural and manipulative supports, pantomime, movement and other dramatic actions, small group projects, and computer and online programs.

4) Instruction is differentiated in the following ways: To meet the needs of SIFE, the ESL teacher pulls out small groups of two to five students and provides explicit instruction of the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. As much native language support as possible is included, and as the students progress, explicit instruction in writing is added to the lessons.

Newcomers are placed in a classroom with a teacher and/or classmates fluent in the new student's native language; the native language glossaries available from the New York State Education Department website are printed and placed in the classroom as well as in the ESL classroom; the ESL classroom has bilingual dictionaries available in each native language spoken in the school; the ESL teacher uses computer programs (both online and on cd-rom) which translate and read aloud in the native languages of most students; she also provides bilingual Spanish-English materials.

For Newcomers, ESL instruction emphasizes Listening and Speaking skills, in both academic and social discourse, so that the student will more quickly gain fluency in English, the language of instruction at PS/MS 42Q. Groups are composed of students at the same level of English proficiency and from two or three continuous grade levels: for example, K-1 Beginners, 1-2 Intermediate, 6-8 Advanced. For those students at the Advanced level or who are about to transition, the emphasis is on academic language.

The instructional plan for academic language development stresses, in particular, development of vocabulary and higher-order thinking skills, using challenging content, in order to prepare students to use English to think critically, solve problems and communicate in their classes. This goal is pursued with all students in ESL, whether newcomers or long term ELLs, through the use of ESL strategies: scaffolding: modeling, bridging, schema building, contextualization, and text representation; role playing and dramatization; multimedia support; total physical response (TPR); small group instruction; conferencing with students; informal assessments; and focus on literacy and academic language.

These are the materials being utilized in the ESL classroom:

- Language for Learning series
- Language of Math series
- Empire State NYSESLAT series
- WriteSource series
- www.Raz-Kids.com program and the associated teacher support websites
(Vocabulary a-z, Reading a-z, Writing a-z)
- Wilson Language and Foundations programs
- Reading Horizon program
- Reading Rods with Reading Mentor
- www.Teacherfilebox.com
- Recorded Books
- Plato Learning program

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

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

Paste response to questions 5-14 here

- 5)
- 6) ELLs reaching proficiency on the NYSESLAT within the previous two years are monitored by the ESL teacher through their classroom teacher. When requested by either the student or the classroom teacher, the ESL teacher will conference with the student before, or after school or during the student's lunch period.
- 7)
- 8)
- 9) ELLs are offered before and after-school assistance with the ESL teacher. AIS and Resource Room services are provided for any ELL who is identified as in need of them; small-group tutoring sessions are periodically offered during lunch periods by the AIS and classroom teaching staff. ELLs are also offered the opportunity to take part in the after-school academic programs; extracurricular sports, and the art, drama, drumming, newsletter, and chess clubs. All age-appropriate ELLs participate in one or more of these activities.
- 10) These are the instructional materials used to support ELLs:
 - Language for Learning series
 - Language of Math series
 - Empire State NYSESLAT series
 - WriteSource series
 - www.Raz-Kids.com program and the associated teacher support websites
(Vocabulary a-z, Reading a-z, Writing a-z)
 - Wilson Language and Foundations programs
 - Reading Horizon program
 - Reading Rods with Reading Mentor
 - www.Teacherfilebox.com
 - Recorded Books
 - Plato Learning program
 - Sight Words with Samson (internet program)
 - Sight Word Buddy (computer application)
- 11) Please see the responses to questions 2-4 above.
- 12) Required services support and resources do correspond to ELLs' ages and grade levels.
- 13)
- 14) Spanish is offered to students in the school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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)	1		2	1	1	1	1	1						8
Intermediate(I)			1	2	1	2		1	1					8
Advanced (A)			3		2	1		1	2					9
Total	1	0	6	3	4	4	1	3	3	0	0	0	0	25

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

	A			2		2	1		1	2				
	P			1										

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

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

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 042 R. Vernam					
District:	27	DBN:	27Q042	School		342700010042

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.8	90.6	89.4
Kindergarten	64	76	71				
Grade 1	93	84	65	Student Stability - % of Enrollment:			
Grade 2	85	80	86	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	98	88	78		84.3	86.5	88.4
Grade 4	62	89	78				
Grade 5	90	49	75	Poverty Rate - % of Enrollment:			
Grade 6	65	87	49	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	90	63	74		85.7	74.5	81.6
Grade 8	100	89	68				
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		24	25	12
Grade 12	0	0	0				
Ungraded	2	7	5	Recent Immigrants - Total Number:			
Total	749	712	649	(As of October 31)	2007-08	2008-09	2009-10
					3	4	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	98	90	77	Principal Suspensions	74	64	61
# in Collaborative Team Teaching (CTT) Classes	19	15	27	Superintendent Suspensions	39	46	34
Number all others	31	32	30				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	74	75	67
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	9
# receiving ESL services only	36	39	TBD				
# ELLs with IEPs	2	3	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	6	6	8
--	---	---	---	---

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
	6	4	25	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	62.2	77.3	83.6
				% more than 5 years teaching anywhere	47.3	50.7	61.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	87.0	88.1
American Indian or Alaska Native	1.5	1.5	1.7	% core classes taught by "highly qualified" teachers	70.7	78.6	93.6
Black or African American	76.1	74.7	75.8				
Hispanic or Latino	17.2	18.3	19.4				
Asian or Native Hawaiian/Other Pacific	2.7	2.8	1.5				
White	2.3	1.8	1.4				
Male	53.3	54.5	55.8				
Female	46.7	45.5	44.2				

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	28.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	18.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

27Q042

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:	\$451,002	\$2,650	\$456,652
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,586	\$27	\$4,613
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,930	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$45,860	*	

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

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			\$454,002	X	12-17, 20-26
Title I, Part A (ARRA)	Federal	X			\$27	X	12
Title II, Part A	Federal	X			\$218,898	X	12-13,20,25

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		26-26
Title IV	Federal			X		X	
IDEA	Federal	X			58,956	X	6-26, 42-44, 45-59
Tax Levy	Local	X			\$3,301,618	X	6-26, 42-44, 45-59