



P.S. 043

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 043
ADDRESS: 160 BEACH 29 STREET
TELEPHONE: 718-327-5860
FAX: 718-327-6925

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010043 **SCHOOL NAME:** P.S. 043

SCHOOL ADDRESS: 160 BEACH 29 STREET, QUEENS, NY, 11691

SCHOOL TELEPHONE: 718-327-5860 **FAX:** 718-327-6925

SCHOOL CONTACT PERSON: Gary Fairweather **EMAIL ADDRESS** gfairwe@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Gail Kmitis

PRINCIPAL: Gary Fairweather IA Principal

UFT CHAPTER LEADER: Ellen Gotlob

PARENTS' ASSOCIATION PRESIDENT: Andrea Fisher

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation / Public Education Association CFN 531

NETWORK LEADER: WILLIAM COLAVITO/ALTHEA SERRANT

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
Ellen Gotlob	UFT Chapter Leader	
Gail Kmitis	UFT Member	
Joan Weaver	Data Specialist/Editor	
Gary Fairweather	Admin/CSA	
Karen Lall	UFT Member	
Andrea Fisher	PA/PTA President or Designated Co-President	
Desiree Peterson - Wilson	Title I Parent Representative	
Chezare Reed	Parent	
Tameka Edwards	Parent	
Anita South	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 vision/mission of PS 43Q is to create a community of lifelong learners where high rates of literacy are achieved through active student participation in an array of academic, scientific, artistic and technological activities. Through high expectations and commitment by the entire school community, we believe that every student can reach high standards of excellence.

PS/MS 43Q is a member of the Center for Educational Innovation/ Public Education Association network. The physical facility consists of a handicapped accessible four-story main building, five Transportable Classroom Units (TCUs) and an Early Childhood Center (ECC) located in Far Rockaway, Queens . Our community is bordered on the south by the Atlantic Ocean and thus our beloved nickname "The School by the Sea."

The PS/MS 43 PreK-8 Learning Community has many unique characteristics that we are proud of:

- o Met our Annual Yearly Progress targets in Math and Science for all subgroups
- o Accelerated the Math and Science Curriculum in 6th – 8th grades
- o More than half the students in grade 8 will be taking the 9th grade Integrated Algebra NYS regents, the 9th grade Living Environment NYS regents and the Spanish Proficiency Exam equivalent in June 2011.
- o The first NYC school to Implement Elementary AVID program in grades 4-6 and AVID in grades 7-8 (Advancement Via Individual Determination)
 - Certified AVID Site four years in a row
 - 3 teachers have been trained as National Trainers for Elementary AVID
 - 20 - 4th – 6th grade teachers trained in Elementary AVID
 - 11 - 7th and 8th grade teachers trained in AVID
 - 3 - Administrators trained in AVID
 - 1 - Administrator trained in Elementary AVID
 - Hosted Elementary AVID 2009 - 10 Summer training
- o Created an "ACES" program for our middle school students who demonstrate a need for a greater degree of both academic and affective support
- o Dedicated to increasing academic rigor for all students in all programs through differentiated professional development and implementation of differentiated tasks throughout our learning community;
- o Professional Learning Community (Dufuor) with a "Whatever It Takes" attitude to develop Academic Rigor, Student Engagement, Communication and Safety and Respect;
 - o 10 Professional Learning Teams - group planning, data analysis, best teaching practices; inquiry team
- o Received over one million dollars in grants (i.e. Dual Language, CSRD, CVS, AVID);
- o Implemented Dual Language program in grades K-7 to address the needs of our ELL and general education population

- o Implemented Stepping Stone, Dolphin, SHSAT preparation and ARP classes for our high performing students in grades 1-8
- o Six Integrated Co-Teaching classes in the 2010-2011 school year
- o Collaborated with District 75 to implement an Inclusion program for our Special Education students and an Inclusion program for District 75 students;
- o Continued implementation of Responsive Classroom strategies and methodologies (Morning Meeting/Circle of Power and Respect) that is improving our school culture relevant to safety and respect.
 - 10 Middle school teachers trained in Origins behavioral / academic choice management program.
 - o 46 staff members trained in Responsive Classroom I and/or II
 - o Hosted Responsive Classroom I 2010 Summer Training at the school
- o Formed Inquiry Teams to gather and analyze data to provide a complete view of the learning outcomes and needs of individual students, groupings of students (Class, Grade, School) and professional needs of teachers.

70% of our eighth grade students passed the NYS High School Regents exams in Integrated Algebra and Living Environment

Recipient of a Connected Technology grant which partners the school with the innovating training from Teaching Matters

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. 043								
District:		27	DBN #:		27Q043	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input 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		54	54	55			91.5	92	TBD	
Kindergarten		133	124	153						
Grade 1		156	141	133	Student Stability - % of Enrollment:					
Grade 2		145	147	150	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		140	146	132			91.4	88.69	TBD	
Grade 4		142	140	147						
Grade 5		136	138	116	Poverty Rate - % of Enrollment:					
Grade 6		163	131	150	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		165	154	117			79	74.9	88.2	
Grade 8		121	152	151						
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			19	57	TBD	
Grade 12		0	0	0						
Ungraded		19	20	25	Recent Immigrants - Total Number:					
Total		1374	1347	1329	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							7	7	4	
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		63	67	78	Principal Suspensions		101	58	TBD	
# in Collaborative Team Teaching (CTT) Classes		49	50	62	Superintendent Suspensions		75	56	TBD	
Number all others		38	50	50						
<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	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	63	0						

# in Dual Lang. Programs	62	63	73	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	37	46	40	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	7	17	Number of Teachers	108	109	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	28	28	TBD
				Number of Educational Paraprofessionals	13	10	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
	7	8	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	65.7	65.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	55.6	55	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	81	82	TBD
American Indian or Alaska Native	0.4	0.5	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.3	92.1	TBD
Black or African American	68.4	66.7	66.1				
Hispanic or Latino	26.4	27.5	27.8				
Asian or Native Hawaiian/Other Pacific Isl.	2.9	2.8	2.9				
White	1.8	1.9	1.4				
Multi-racial							
Male	51.6	49.3	50				
Female	48.4	50.7	50				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	√	√					
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	70	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	8.8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	19.2	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	39.7	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	√

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Strengths

We have the most comprehensive analysis of data to inform our instruction.

We know where every student is at in terms of progress - what the strengths and challenges are for every student in this school

We know as a school where our teachers need to direct their energies order for students to make progress.

We have created major operational changes in programming, organization, whole school approach to behavior management (Responsive Classroom, Origins, AVID, Character Safety and Discipline Teacher) to maximize a quality learning environment in order to improve student outcomes.

Every grade level professional learning team is offered coaching and support in their analysis of ELA Strengths

Median growth percentile value is 64.

Median Growth percentile in the lowest one third value is 73.

54.8 46.4% in lowest third citywide students in 75th growth percentile

ELA Challenges

- Ensure that no students slip back

Math Strengths

- o Continually rise of Mean Scale Score over past five years.

47 % of students making at least 1 year of progress in scale score.

- o Median Growth 65th percentile for entire school.

Math Challenges

Upper school students perform better in Math that lower school students

- Every student must make at least one year's worth of progress

Based on this information the following needs were identified and procedures put in place:

Student Performance

Ensure data is used more effectively to establish challenging targets for individual teachers and students across all grade levels

Raise student and teacher expectation by providing more challenge for high performing students so a greater percentage achieve level 4.

Actions:

Expand Inquiry Teams

Continue to examine data that indicates where every student is at in terms of progress – what are each student's strengths and challenges

Student Engagement

To ensure all targets use benchmark data to demonstrate progress is being made throughout the year

Actions:

Continue to develop the process of long term goal setting which is time scaled and benchmarked so students are increasingly aware of what they need to do, know and understand if they are to achieve the goals set

Conference with students regarding monthly goals

Provided professional development in differentiated instruction

Academic Rigor

Ensure that lesson observations take place regularly and identify the key areas that will further improve the quality of teaching across the school

Actions:

Schedule One-on-One Teacher/AP meetings to discuss class data, teacher focus, differentiated instruction, next steps, professional development goals

Communication/Safety and Respect

To ensure that the entire school community adopts a consistency of approach when addressing student expectations and discipline

Further refine teacher action plans so they reflect individual need and are supported by targeted, individual professional development opportunities that sustain their development

Actions:

Develop differentiated professional opportunities for summer of 2011.

Continue Lead teachers and grade levels meet with principal and assistant principals to discuss policies and strategies

implement Responsive Classroom strategies

Hosted Responsive Classroom I Summer Institute

to involve all staff in the Responsive Classroom process

non-negotiable 1st period for Morning Meeting/Circle of Power and Respect

Accomplishments

Met all of our Annual Yearly Progress targets in all subject areas and for all subgroups

Accelerated the Math and Science Curriculum in 6th – 8th grades

o Implemented Elementary AVID program in grades 4-6 and AVID in grades 7-8 (Advancement Via Individual Determination)

Certified AVID Site four years in a row

3 teachers have been trained as National Trainers for Elementary AVID

20 - 4th – 6th grade teachers trained in Elementary AVID

11 - 7th and 8th grade teachers trained in AVID

3 - Administrators trained in AVID

1 - Administrator trained in Elementary AVID

Hosted Elementary AVID 2009 Summer training

Created an "ACES" program for our middle school students who demonstrate a need for a greater degree of both academic and affective support

Implemented Dual Language program in grades K-6 to address the needs of our ELL and general education population

Implemented Stepping Stone, Dolphin, and ARP classes for our high performing students in grades 1-8

Six Collaborative Team Teaching classes in the 2009-2010 school year

46 staff members trained in Responsive Classroom I and/or II

Hosted Responsive Classroom I 2009 Summer Training at the school

Formed Inquiry Teams to gather and analyze data to provide a complete view of the learning outcomes and needs of individual students, groupings of students (Class, Grade, School) and professional needs of teachers

Aids and Barriers

Aids

Resources for teacher support through coaching staff and 411 Professional Development Center.

Comprehensive analysis of data to inform our instruction

Know every student's progress - what the strengths and challenges are for every student in this school and where energies need to be directed

Willing to make changes in programming, organization to maximize a quality learning environment

A staff that is willing to do whatever it takes for our students to make progress

Continue implementation of our Responsive Classroom, which fosters good discipline and school safety.

Barriers

Reduction in school budget

Limited space to continue to provide reduced class size throughout the grades

Large mobility population

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
By <input type="checkbox"/> June 2011, All Students subgroup will improve their ELA performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.	<input type="checkbox"/> <input type="checkbox"/> All students will increase correct response rates to NYS E.L.A. Exam questions centered about informational text. Using the Common Core Reading Standards for Informational Text, each grade will respond to the appropriate level to integrate knowledge and connection to the text.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, AVID parent/caregivers will improve their participation rate by <input type="checkbox"/> 10% as measured by their attendance in AVID workshops.	<input type="checkbox"/> Increase in caregiver participation rate in our AVID program. One of the requirements in the AVID (Advancement Via Individual Determination) program is for caregivers to be involved in measures to improve student performance. We will host workshops to model the necessary components for student academic success in an effort to inform the caregivers of their essential role in their child's achievement. Evidence of the attainment of this goal will be measured by the participation rate at these workshops.
By <input type="checkbox"/> June 2011, Students with Disabilities subgroup will improve their Mathematics performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.	<input type="checkbox"/> Students in self-contained classrooms will improve in overall progress levels by 5% in Mathematics.
<input type="checkbox"/> By <input type="checkbox"/> June 2011, All teachers and staff will improve participation rate to 90% in the Inquiry and Professional Learning Team process as evidenced by the production of a Teacher-made test. Test will show evidence of mastery of aligning curriculum and assessments to the standards.	<input type="checkbox"/> Teacher participation rate in the Inquiry process will increase to 90%. Teachers will have designated target groups to chart their performance in the Inquiry process. Tasks within Inquiry will include professional development toward improving curriculum connections to the common core standards. The evidence of the attainment of the goal would be the end product of teacher made assessments and its alignment to the common core standards. In addition, students in the target group will increase in progress levels in the "impact area" of inquiry.
<input type="checkbox"/> By June 2011, all students will improve 5% in progress levels through improved	<input type="checkbox"/> Based on the Common Core Standards for Mathematical practice increased emphasis will be placed on our student's

performance on NYS Mathematics Exam constructed response questions.	ability to explain meaning to a problem and look for entry points. By increased practice on the narration of the solution, students will increase comprehension levels through planned solutions. Students will also be able to better communicate mathematically using content specific vocabulary.
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SECTION VI: ACTION PLAN

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

Subject Area
(where relevant) :

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By <input type="checkbox"/> June 2011, All Students subgroup will improve their ELA performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Professional Development: Staff Development will be given to monitor interim assessments and revise curriculum according to needs based on these results. Differentiated instruction initiative will continue to recognize strengths and areas of concern for students. AVID strategies will foster self-sufficiency in the quest to develop life-long learners. Responsive Classroom strategies will nurture interpersonal exchanges between class members to enrich communications skills necessary to improve writing performance. Form Inquiry Team to investigate critical reading skills needed to interpret informational texts. Writing initiative facilitated through pen pal correspondence between staff to staff and student to student.</p> <p>Target Population: Each class section will identify students at risk for not performing at grade level as well as all special education students.</p> <p>Responsible Staff Members: All administrative personnel, data specialist, literacy specialist, content area teachers and each classroom teacher and classroom staff member.</p>

	<p><u>Implementation Timeline:</u> September 2010 through May 2011</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"/> <u>Funding Sources:</u> As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title I funds and human resources to implement this action plan from September 2010 through June 2011.</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><input type="checkbox"/> <u>Initial Indicator September 2010:</u></p> <p>Professional Learning Team and AVID site based team discussions regarding the results of NYS ELA exam from 2009 and years prior to determine areas of concern in the curriculum for the learning community and the need to bridge current curriculum to the Common Core State Standards.</p> <p><u>Projected Gains</u> : Target Populations will move 5% of students to grade level performance for each interim assessment.</p> <p><u>Midterm Progress Point</u> :</p> <p>November 2010 : Acuity based Instructionally Targeted Assessments results. Teachers will review results of item analysis reports from Acuity. Results from gradewide lessons to compare gradewide rubrics will be analyzed during Professional Learning Team meetings.</p> <p><u>Endterm Progress Point</u> : January 2011</p> <p>Reevaluation of the process of using multiple data sources to evaluate the students in the target populations and teacher feedback from the Professional Learning Teams.</p> <p><u>Midterm Progress Point</u> : March 2011</p>

	<p>Professional Learning Teams will determine from multiple data sources key areas and performance indicators to target for each class of students.</p> <p><u>Endterm Progress Point:</u> May 2011</p> <p>Reevaluation of the process of using multiple data sources to evaluate the student(s) and teacher feedback from the Professional Learning Teams.</p>
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Subject Area
(where relevant) :

Parent / Caregiver Participation

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, AVID parent/caregivers will improve their participation rate by <input type="checkbox"/> 10% as measured by their attendance in AVID workshops.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <u>Professional Development :</u></p> <p>Workshops will be held for parent/ caregivers on the AVID strategies employed in the elementary grades as well as the middle school levels.</p> <p><u>Target Population :</u></p> <p>Parents / caregivers</p> <p><u>Responsible Staff Members :</u></p> <p>AVID Site- based team, all administrative staff.</p>

	<p><u>Implementation Timeline</u> : November 2010 through June 2011</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"/> <u>Funding Sources:</u></p> <p>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds with Title I funds.</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"/> <u>Initial Indicator September 2010:</u></p> <p>AVID site based team meetings held in the spring and summer of 2010 lead to the need determination of parental support of the AVID schoolwide initiative.</p> <p><u>Midterm Progress Point</u> : December 2010</p> <p>Attendance rates for site based team meetings and December Workshops for parents/caregivers. Quarterly Student Progress Reports will show improvement with increased parental support.</p> <p><u>Midterm Progress Point</u> : March 2011</p> <p>Attendance rates for site based team meetings and February/March Workshops for parents/caregivers. Quarterly Student Progress Reports will show improvement with increased parental support.</p> <p><u>Endterm Progress Point</u> : June 2011</p> <p>Increase in the number of applications for our middle school level AVID program.</p>

Subject Area
(where relevant) :

Special Education Self Contained

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By <input type="checkbox"/> June 2011, Students with Disabilities subgroup will improve their Mathematics performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><u>Professional Development:</u> Staff Development will be given to monitor interim assessments and revise curriculum according to needs based on these results. Differentiated instruction initiative will continue to recognize strengths and areas of concern for students. Form Inquiry Team to investigate critical mathematical skills needed to motivate and sustain content knowledge and development.</p> <p><u>Target Population:</u> Each special education self contained class section will identify students at risk for not performing at grade level.</p> <p><u>Responsible Staff Members :</u> All administrative personnel, data specialist, content area teachers and each special education self contained classroom teacher.</p> <p><u>Implementation Timeline:</u> September 2010 through May 2011</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"/> <u>Funding Sources:</u> As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title I funds and human resources to implement this action plan from September 2010 through June 2011.</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"/> <input type="checkbox"/></p> <p><u>Initial Indicator September 2010 :</u></p> <p>Professional Learning Teams discussions regarding the results of the NYS Mathematics exam from 2009 and years prior to determine areas of concern in the curriculum for the special education self contained classes and the need to bridge current curriculum to the Common Core State Standards.</p> <p><u>Projected Gains :</u></p> <p>Target populations will move 5% of students to grade level performance for each interim assessment.</p> <p><u>Midterm Progress Point :</u></p> <p>November 2010: Acuity based Instructionally Targeted Assessment results. Teachers will review results of item analysis reports from Acuity and accordingly modify curriculum. Results from gradewide lessons will be used to compare gradewide rubrics and Common Core State Standards during Professional Learning Team meetings.</p>
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**Subject Area
(where relevant) :**

**Inquiry and Professional Learning
Teams**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By <input type="checkbox"/> June 2011, All teachers and staff will improve participation rate to 90% in the Inquiry and Professional Learning Team process as evidenced by the production of a Teacher-made test. Test will show evidence of mastery of aligning curriculum and assessments to the standards.</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"/></p> <p>Staff Development will be given to monitor interim assessments and revise curriculum according to needs based on these results. Differentiated instruction initiative will continue to recognize strengths and areas of concern for students. AVID strategies will foster self-sufficiency in the quest to develop life-long learners. Form Inquiry Team to investigate critical reading skills needed to interpret informational texts. Writing initiative facilitated through pen pal correspondence between staff to staff and student to student. Regularly scheduled biweekly PLT meetings. Staff development to align curriculum to Common Core State Standards Staff development to align teacher made assessments to Common Core State Standards Inquiry team journals and logs Staff development in use of Acuity to align assessments to Common Core State Standards.</p> <p><u>Target Population:</u> Grade Level Professional Learning Teams</p> <p><u>Responsible Staff Members:</u> <u>Implementation Timeline:</u> September 2010 through May 2011</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"/> <input type="checkbox"/> <u>Funding Sources:</u> As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title I funds and human resources to implement this action plan from September 2010 through June 2011.</p>

Indicators of Interim Progress and/or Accomplishment

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

Initial Indicator September 2010 :

Professional Learning Teams determined the key to moving all students forward is the collaborative effort of the grade level teaching teams. The movement to bridge the current curriculum to align with the Common Core State Standards will require an action plan for the entire team. All teachers, administrators and student support staff will participate in professional development activities that analyze, revise and improve curriculum for our students.

Projected Gains :

Target Populations will move 5% of students to grade level performance for each interim assessment.

Midterm Progress Point :

November 2010 : Acuity based Instructionally Targeted Assessments results. Teachers will review results of item analysis reports from Acuity. Results from gradewide lessons to compare gradewide rubrics will be analyzed during Professional Learning Team meetings.

Endterm Progress Point :

January 2011: Reevaluation of the process of using multiple data sources to evaluate the students in the target populations and teacher feedback from the Professional Learning Teams. Feedback from small group tutoring teachers will be reviewed.

Midterm Progress Point :

March 2011: Professional Learning Teams will determine from multiple data sources key areas and performance indicators to target for each class of students.

Endterm Progress Point:

May 2011: Reevaluation of the process of using multiple data sources to evaluate the student(s) and teacher feedback from the Professional Learning Teams.

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**Subject Area
(where relevant) :**

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, all students will improve 5% in progress levels through improved performance on NYS Mathematics Exam constructed response questions.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <u>Professional Development:</u></p> <p style="padding-left: 40px;">Staff Development will be given to monitor interim assessments and revise curriculum according to needs based on these results. Differentiated instruction initiative will continue to recognize strengths and areas of concern for students. AVID strategies will foster self-sufficiency in the quest to develop life-long learners. Form Inquiry Team to investigate critical mathematical and reading skills needed to interpret informational texts. Staff professional development will focus on bridging curriculum to common core standards. Inquiry will focus on bottom one third schoolwide to identify and work with teachers on improved methods of planning solutions and a student's ability to narrate their work. Interim instructionally targeted assessment and teacher made assessments will monitor the implementation.</p> <p><u>Target Population:</u> Each class section will identify students at risk for not performing at grade level as well as all special education students.</p>

	<p><u>Responsible Staff Members:</u> All administrative personnel, data specialist, literacy specialist, content area teachers and each classroom teacher and classroom staff member.</p> <p><u>Implementation Timeline:</u> September 2010 through May 2011</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>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Title I funds and human resources to implement this action plan from September 2010 through June 2011.</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><u>Initial Indicator September 2010:</u></p> <p>Professional Learning Team and AVID site based team discussions regarding the results of NYS Mathematics exam from 2009 and years prior to determine areas of concern in the curriculum for the learning community and the need to bridge current curriculum to the Common Core State Standards.</p> <p><u>Projected Gains :</u></p> <p>Target Populations will move 5% of students to grade level performance for each interim assessment.</p> <p><u>Midterm Progress Point :</u></p> <p>November 2010 : Acuity based Instructionally Targeted Assessments results. Teachers will review results of item analysis reports from Acuity. Results from gradewide lessons to compare gradewide rubrics will be analyzed during Professional Learning Team meetings.</p> <p><u>Endterm Progress Point :</u></p> <p>January 2011 Reevaluation of the process of using multiple data sources to evaluate the students in the target populations and teacher feedback from the Professional Learning</p>

Teams.

Midterm Progress Point :

March 2011 Professional Learning Teams will determine from multiple data sources key areas and performance indicators to target for each class of students.

Endterm Progress Point:

May 2011 Reevaluation of the process of using multiple data sources to evaluate the student(s) and teacher feedback from the Professional Learning Teams.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	16	4	N/A	N/A	14			3
1	20	4	N/A	N/A	13			2
2	19	13	N/A	N/A	15			4
3	30	20	N/A	N/A	11			3
4	78	73	12		5			2
5	79	61		12	13			4
6	91	73			8			6
7	76	59			5			4
8	69	39	22	5	20			3
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:	<p><input type="checkbox"/></p> <p>The <u>Wilson Reading System</u> is implemented with selected SETTS, PIP and special education students in need of academic intervention. Wilson is a research-based reading and writing program for teaching decoding and encoding (spelling) beginning with phoneme segmentation. WRS directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. The language system of English is presented in a systematic and cumulative manner so that it is manageable. It provides an organized, sequential system with extensive controlled text to help teachers implement a multisensory structured language program .</p> <p><u>Early Childhood Literacy</u> Cluster positions were dedicated to serving Kindergarten, 1st, 2nd and 3rd grade classes (general education and special education) and the full day PreK class. The cluster teacher is an integral part of the grade. Team planning is encouraged. Lessons focus on connecting listening/writing, reading/writing, and writing mechanics/grammar to the content areas.</p> <p><u>Extended Day</u> is a 40-minute afterschool program is for level 1 and 2 students in grades 3 – 8 h on Tuesday, Wednesday and Thursday afternoons September through June. The program focus on developing skills necessary for the state assessments as well as EPAL, reading and math homework support.</p> <p>Early childhood <u>reduced class size</u> (average of 20) continued to be implemented in grades K-3.</p> <p><u>Dolphin</u> is an accelerated/enrichment program for selected students is provided in grades 1 through 5. Programmed into the model is flexible grouping to address giftedness in major subject areas and additional enrichment in music, art and foreign language. Students are responsible for all grade level class work, accelerated work and monthly projects.</p> <p><u>AVID</u> Students selected for the program are in the academic middle, high Level I, Level II and low Level III who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they are the first in their families to attend college and are from low-income or minority families. In addition to working with AVID trained teachers, 7th and 8th grade students spend one period a day in the AVID elective where they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from</p>

	<p>peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable</p> <p>Circular 6 Activities Content area teachers in grades 7-8 will pull out at risk students in ELA and Mathematics and provide small group tutoring as part of their circular 6 professional activities.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>In grades K-5 Math Steps and a pacing and alignment calendar supplemented the Everyday Mathematics instructional workshop model and New York Coach books. The K-5 75-minute math block consisted of the problem of the day, math message, warm up activities, teaching lesson, ongoing learning and practice and/or math journal writing, extra practice / enrichment / minute math, and/or games/skills/practice/test-prep.</p> <p>Grades 6-7 used Prentice Hall Course 123, 8th grade used Pre Algebra. The Math Block followed the workshop model: explore, a mini-lesson (investigate, problem set A, think/discuss, problem set B), share/summarize, and/or on your own, connect/extend, and homework/skills practice/test prep.</p> <p>The instructional math program included investigation, application and cross-curriculum connections, review of prerequisite skills, independent/group work, problem of the day, writing and guided practice.</p> <p><u>Extended Day</u> - 40-minute afterschool program is for level 1 and 2 students in grades 3 – 8 held Tuesday, Wednesday and Thursday afternoons September through June. The program focuses developing skills necessary for the state assessments as well as EPAL, reading and math homework support.</p> <p>Circular 6 Activities Content area teachers in grades 7-8 will pull out at risk students in ELA and Mathematics and provide small group tutoring as part of their circular 6 professional activities.</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>This 40-minute afterschool program is for level 1 and 2 students in grades 3 – 8 held on Tuesday, Wednesday and Thursday afternoons September through June. The program focuses on developing skills necessary the state assessments as well as EPAL, reading and math, science and homework support. Students in 9th grade are preparing to take the 9th grade Living Environment Regents in June 2010. An accelerated curriculum began in 6th grade and is continued through 8th grade.</p>

Social Studies:	<input type="checkbox"/> Extended Day This 40-minute afterschool program is for level 1 and 2 students in grades 3 – 8 held on Tuesday, Wednesday and Thursday afternoons September through June. The program focuses on developing skills necessary for the state assessments as well as EPAL, reading and math, science, social studies in grade 5 and homework support
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Students are referred for at risk serves by teachers and the PPT. Services are provided during the school day.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> NA
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> NA
At-risk Health-related Services:	<input type="checkbox"/> Services are provided during the school day by the nurses, health paraprofessionals and our health coordinator.

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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 **OPCLB/SED** by the manner 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.

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

At this time PS/MS 43 has a free standing English as a Second Language Program in grades K-8 and a Dual Language Program in grades 5-8. **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 the approved 2009-10 Title III program narrative and budget. Note: Only revised, supported by ESL methodology is utilized. DOE and SED approval

This follows a ten-day cycle, after which students will have 5 days of English instruction and 5 days of Spanish instruction. The program currently has 2 classes in kindergarten, 2 classes in grade 1, 1 class in grade 2, 1 class in 3rd grade, 1 class in 4th grade, 1 class in grade 5, 1 class in grade 6 and 2 classes in grade 7. Each class contains at minimum 50% ELL's and 50% English Proficient Students. Bilingual teachers have a grade in Spanish and monolingual teachers instruct in English. Students are instructed in both Spanish and English to develop skills in reading, writing, speaking and listening. The program narrative for 2010-11 (pending allocation of Title III funding) is as follows:

Program made based on parent selection. Students who score in the beginning or 2010 intermediate levels receive 2 units (360 minutes) of ESL instruction. Students who score in the advanced level receive one unit (180 minutes) of ESL instruction and one unit (180 minutes) of content area instruction supported by ESL methodologies. In addition, students who score below the grade appropriate cut score on the LAB-NEW YSESLA will participate in each ESL or Dual Language Program.

The instructional strategies utilized by a certified ESL teacher include: scaffolding, Total Physical Response, Cooperative Learning, the **Social Academic and Language Information** Approach, and the Cognitive Academic Language Learning Approach. These strategies are utilized during theme-based activities using trade books, art activities, music, movement, storytelling, and the use of technology. These **Grade Levels** and strategies support the No Child Left Behind Act.

1,2,3 Professional Development Program

Number of Students to be Served: 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.

Non-LEP 0

Number of Teachers: Activities take place once a month for 60 minutes. In addition, the staff attends conferences including NYSABE, Dual **Other Staff (Specify NA)** native language conferences, and workshops offered by the Office of English Language Learners, and others.

School Building Instructional Program/Professional Development Overview

Type of Program
Section II. Title III, Part A LEP Program Narrative
ELL Success Saturday Institute (Academic)
Language Instruction Program
Rationale for program

ELL Success Saturday Institute

To assist the ELL in obtaining English proficiency on the NYSELAT as well as prepare for the NYS ELA exam

Description of Program

ELL Success Saturday Institute

The program meets on eight Saturdays for 4 hours. The instruction focuses on mathematics, reading, writing, listening and speaking skills. The teacher plans and facilitates differentiated lessons to assist the students in achieving greater English proficiency. Breakfast and lunch are provided.

Language(s) of Instruction

English

Service providers

Donna Estro (Supervisor)

ELL Success Saturday Institute

Susan Allers (Bilingual teacher)

Anna Romanello (CB teacher)

Petal Myrie (CB teacher)

*** Both CB certified teachers completed the ESL training for monolingual teachers and also received professional resource materials for their lesson planning to assist them in incorporating ESL methodologies to support the students' language and vocabulary development*

Vivien Leary (Literacy Specialist)

Marissa Ferraro (Literacy Coach)

Barbara Syrett (Special Ed certified)

Frequency of program

ELL Success Saturday Institute

4 hrs on Saturdays for 8 Saturdays

Duration of program

ELL Success Saturday Institute :

Start date: February 5

End Date: April 30

Number of students

73 students

Grade levels

Grades 3 - 8

Materials

NYSELAT practice books, Oxford picture dictionaries, English at your Command, Study Island and other ELA resources

Professional Development

Rationale

Staff will attend the NYSABE conference. The participating staff will return and turn key the materials to their colleagues. The information gained shall be incorporated into future planning. Eight teacher per-diem days will be charged to Title III funds to cover the classes of the teachers attending the SABE conference.

Activities

Attendance at the NYSABE 34 Annual Conference

Service provider qualification

Association of Bilingual Education

Frequency

1 conference

Duration

2 full days

Targeted audience

Teachers currently teaching in the Dual Language and ESL Pull Out program.

Supervisors

Section III. Title III Budget

School: **PS/MS 43Q**

BEDS Code: **342700010043**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	12,590.96	<input type="checkbox"/> <p><u>Saturday Academy</u> Four teachers will provide direct instruction to the targeted ELL population for twelve 3 hour sessions on Saturdays 6 teachers X 4 hours per week = 24 hours per week X 8 weeks = 192 hours total 192 x 49.89 (per session rate w/fringe)= \$9,578.88</p> <p>One supervisor will oversee the program, as there is no other operational program in the building on Saturday. She will be paid at</p>

		<p>the supervisor per-session rate for the duration of the program (4 hr/ 8 weeks) <u>1 supervisor</u> X 4 hours per week X 8 weeks = 32 hours total 32 X 52.21 = \$1,670.72</p> <p>Substitute Teacher for Conference Day 8 day sub pay X \$167.67 = \$1341.36</p>
Purchased services - High quality staff and curriculum development contracts	\$2,250	<input type="checkbox"/> Attendance at the NYSABE conference 10 staff member x \$225= \$2250
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,659.04	<input type="checkbox"/> practice books, Rally practice books, Oxford picture dictionaries, English at your Command, Study Island and other ELA resources
Educational Software (Object Code 199)	0	<input type="checkbox"/> NA
Travel	0	<input type="checkbox"/> NA
Other	0	<input type="checkbox"/> NA
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Each September PS/MS 43 conducts a survey to determine what languages are spoken in the homes of our students. Classroom teachers ask their students which language their parents/guardians are most comfortable communicating in. When available, Part 3 of the Home Language Identification Survey (HLIS) is also referred to for parent's preference when receiving written and oral information. The data is then compiled and lets us know which students should receive translated documents. Documents are then translated into the corresponding languages. The following languages are spoken in the homes of our students: Spanish, French, Haitian-Creole, Tagalog, Fulani, Yoruba, Russian, and Pashto.

In addition, the school community is interviewed to see what school based documents parents would benefit from receiving in their home language. Interviews are conducted with the principal, assistant principals, parent coordinator, ESL teachers, dual language coordinator, classroom teachers and parents. The resulting data is used to determine the major school based documents that need to be translated.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The PS/MS 43 school community found that written translations and oral interpretations were necessary to communicate to parents. Spanish is the language that needs to be used the most to communicate with parents. The school community was notified of this finding via written communication. The staff and parent association were notified that if they would like interpreters or written documents to be translated, that they should submit a request to the Dual Language Coordinator.

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.

Based on the interviews conducted, the types of documents that need to be translated include: the monthly school calendar, proper dress attire policy, registration requirements, notices from the PTA regarding times and dates of meetings, half day notices, assessment information, behavioral contracts, workshop notices, general school information that is vital for parents, trip permission slips, etc. The written translation services are provided in-house by school staff.

The translation of these documents will provide increased opportunities to inform more parents of important school related events and information.

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

The above mentioned survey also yielded results for oral interpretation needs. That survey lets us know what languages parents speak at home and would be more comfortable communicating in orally. A survey of the staff at PS/MS 43 indicated that teachers would like to have translators available when they need to communicate during parent teacher conferences and during parent workshops and meetings. A canvas of parents also indicated that they would like to hear information in their own language so that they can be better informed about their children. We have identified existing teachers and paraprofessionals that would be willing to interpret for parents and teachers and when necessary look for interpreters outside the school.

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>.

Parental notices will be sent in English and other targeted languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notification will be posted in a prominent location near the main office of the school.

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:	\$751,308	\$19,975	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,513		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37565	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$75,130	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
98%

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.

Wherever possible all recruited teachers are appropriately certified. Where they are not, we are monitoring their progress through Principal counseling, administrator support and Professional Development/ Inquiry Center technical assistance. The Principal in collaboration with liaisons will follow the policies set forth by the Department of Education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

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

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

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

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

□

School Parental Involvement Policy –

PS/MS 43Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the practical extent, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

School-Parent Compact –

PS/MS 43Q , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

PS/MS 43Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
 - a. Provide in school professional learning activities and opportunities for professional learning outside of school
 - b. Continue developing and implementing our character education program
 - c. Continue having 3 assistant principals and 3 guidance counselors

- d. Implement a Character, Discipline and Safety position in the school
- e. Continue to provide AIS services for students (i.e. extended day, support periods, Saturday Institute, Lunch and Learn, reading and math coaches)
- f. Continue to provide services for high achieving students (i.e. Dolphin program, ARP program, SHSAT preparation course)
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March of the 2010-2011 school year and on a by-request basis.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: parents/caregivers will receive quarterly reports on student progress.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parent/teacher communication can take place in the student homework agenda, telephone communication and email. Parent/caregivers are invited to make appointments to meet with teachers.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: learning leaders, meet the teacher night, dance festival, awards ceremonies, assembly programs and honor roll ceremonies.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- o Monitoring attendance.
- o Checking homework agenda each day
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- o Attending monthly grade specific meetings as appropriate
- o Attending 3 AVID meetings if appropriate
- o Making sure my child has the appropriate tools for learning: pencils/pens, notebooks
- o Monitoring my child's choices in the areas of perseverance, respect, responsibility, compassion, giving, honesty and self discipline

Student Responsibilities (revise as appropriate to grade level)

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

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- o Bring home my homework agenda
- o Complete all assignments
- o Display the ability to "Make the Right Choice" and display the 7 core virtues listed above.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

PS/MS 43Q uses a variety of methods to review the school's program and student achievement. Test scores, student and staff attendance rates, the latest PASS review, parent and staff interviews are used to review the school's curriculum, climate, character and community. The following documents are examined:

ECLAS

Fountas and Pinnell Benchmark Assessment System

State and City assessments

Annual **NYS** School Report Card

Quality Review

Student portfolios

Teacher developed tests

ACIS

PTA meeting minutes and attendance

Student report card

Attendance at parent-teacher conferences

Interim and predictive assessments reports

Attendance reports

Referrals

Promotion in doubt letters

School newsletter

Awards assemblies

Occurrence and suspension records

2. Schoolwide reform strategies that:

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

The first priority of the PS/MS 43 Learning Community is the formation of an instructional program that is based on the development of an effective, connected curriculum featuring best teaching practices. This curriculum impacts on all students including students in special education classes and ELL students.

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

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



Reduced Class Size

Early childhood reduced class size (average of 20) continued to be implemented in grades K-3. School funds support reduced class size in grades 4-8.

- o Help provide an enriched and accelerated curriculum.



Dolphin Program

The accelerated/enrichment program for selected students is provided in grades 1 through 5. Programmed into the model is flexible grouping to address giftedness in major subject areas and additional enrichment in music, art and foreign language. Students are responsible for all grade level class work, accelerated work and monthly projects.

Instructional Arts Program

Our comprehensive arts program prepares students to participate in the arts, learn about art materials, develop their analytical and aesthetic skills, and to understand the art of diverse cultures.

Visual Arts

Students in 7th grade classes attend art once a week developing individual art portfolios and preparing for specialty high school applications and the arts regents' exam given in high school. The visual arts teacher meets with the Dolphin classes each week providing enrichment activities such as thematic art units that tie into curriculum areas, i.e. Anansi spider, making masks for play, etc. An "Open Access" model allows teachers of other grades and classes to "sign up" for Art room time with the Project ARTS teacher as needed and as available. . All teachers are able to consult with the Project Arts teacher about incorporating art into their lessons.

Project ARTS funds were used to bring Mark DeGarmo Dance Forms Inc. to our students in 4th grade and their teachers. This weekly program provided intensive exposure to Traditional American dance forms culminating in a performance in June. Back in the classroom the students write responses to their dance experience on a weekly basis in journals they created in the art room.

General/ Vocal Music

Kindergarten - 3rd and 8th grade general and special education students attend general music class at least one period per week. Instruction centers on literacy themes being taught in the regular classroom. Orff instruments and methods are used for early childhood classes. In addition, music literacy (rhythm, melody, musical notation, theory, composition, appreciation, performing) is taught to upper and lower grade students. The school chorus meets two times per week.

Instrumental Music

Students are receiving instruction in playing brass, woodwind, percussion and string instruments to form a school band. The band consists of students from grades 4 - 8. No prior musical training is necessary because selection is based on the students' ability to make the "Right

Choice". Each musical family meets 2-3 periods per week. Classes are held during and after-school. All third graders are being taught to play recorders and to read music, notation, theory and making the connection between written/writing music and English language Arts.

In addition to the daily curriculum in literacy, math, science and social studies, additional opportunities for students to meet the State's proficient and advanced levels of student achievement are provided through:

ART Club, Dance Club, Drama Club, Chess Club

An after-school programs for students meet at least twice per week

- o Meet the educational needs of historically underserved populations.

Advancement Via Individual Determination (AVID) and Elementary AVID

Students selected for the program are in the academic middle, high Level I, Level II and low Level III who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they are the first in their families to attend college and are from low-income or minority families. In addition to working with AVID trained teachers, 7th and 8th grade students spend one period a day in the AVID elective where they learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.

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

Early Childhood Literacy

Cluster positions were dedicated to serving Kindergarten, 1st, 2nd and 3rd grade classes (general education and special education) and the full day PreK class. The cluster teacher is an integral part of the grade. Team planning is encouraged. Lessons focus on connecting listening/writing, reading/writing, writing mechanics/grammar to the content areas.

Extended Day - Three 40 minute periods per week for low performing students in ela and math

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

NA

3. Instruction by highly qualified staff.

Wherever possible all recruited teachers are appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Teacher Center technical assistance.
The Principal in collaboration with Liaisons will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department.

The Principals in collaboration with the Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities

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.

Through the 50 minutes bi-monthly extended day professional development, the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The Principal in collaboration with Liaisons will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. The Principal works with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.
6. Strategies to increase parental involvement through means such as family literacy services.

Our Parent Coordinator holds a series of workshops throughout the year addressing literacy in both math and reading. A Family Math Club is held once a month to improve math literacy. Our visual arts teacher holds once a month art workshops for families in our learning community. For the past two years we have applied for and received a Computers for Youth grant that provided our 6th grade students and families with computers and training. Each assistant principal conducts monthly parent workshops held 1 hour before the PTA meeting.
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.

□

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School PreKindergartens and Special Education PreSchools as follows:

Ongoing Communication for Staff

- Establish a community-wide PreKindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all PreKindergarten Programs in the Region.
- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.
- PreKindergarten teachers will develop a list of competencies/skills that PreKindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The PreKindergarten standards will also be shared with the Kindergarten staff and supervisors.
- Share Department of Education curriculum and standards for kindergarten with CBO agencies and PreKindergarten staff in order to expose them to what will come next.

Transition Activities for Children

- Schedule a visit or a series of visits to the new school for the children
- Provide pre-kindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten
- Organize a PreKindergarten Day for parents and children who will be attending Kindergarten in the public school the following year

Involvement of Parents in Transition

- Provide parents with information about the school their child will be attending

- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.
- Organize and implement a Kindergarten Fair at each elementary school.
- Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.
- Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.
- During Pre-Kindergarten Parent Advisory Meetings discuss kindergarten curriculum and expectations.

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



The PS/MS43Q School Report Card is distributed to each staff member on the Professional Learning Teams. Item skills analyses for reading and math, and ECLAS data are used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention services. Teachers also receive results of assessments. The literacy and math coaches meet with PLTs to determine areas of weakness and strategies to develop success. These plans may include development of lesson plans, examination of material, participation in a lunch and learn and/or afterschool.

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.



Activities to ensure student success in mastering the proficient or advanced levels of academic achievement are:

- a. Reduced class size
- b. Lunch and learn
- c. AIS services in literacy and math
- d. Push in /pull out programs
- e. Extended Day
- f. AVID/Elementary AVID

g. Star students

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



All services and programs are coordinated through the administration.

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.	Page#(s)
		Yes	No	N/A			

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.
 - NA PS/MS 43Q is not a Targeted Assistance school
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - NA
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;
 - NA

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

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

4. Coordinate with and support the regular educational program;
NA

5. Provide instruction by highly qualified teachers;
NA

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

7. Provide strategies to increase parental involvement; and
NA

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

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.)
68
2. Please describe the services you are planning to provide to the STH population. Our students who are living in temporary housing receive the same services that all of our students receive. Special attention is given to our students by our guidance counselors. Students are provided with extended day and opportunities to join the community based afterschool program.

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).
NA

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

NA

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

CEP RELATED ATTACHMENTS

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

File Name - 28_27Q043_102210-134256.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 CEI/PEA	District 27	School Number 043	School Name PS/MS 43
Principal Gary Fairweather		Assistant Principal Maureen Abernethy	
Coach Vivien Leary		Coach	
Teacher/Subject Area Laura Caines-Giralde/ESL		Guidance Counselor Lisa Meringoff	
Teacher/Subject Area Crucita Rodriguez/Grade 1		Parent Andrea Fisher	
Teacher/Subject Area Marni Felton/Grade K		Parent Coordinator type here	
Related Service Provider Scott Marteena		Other Joan Weaver /Data Specialist	
Network Leader Althea Surrent		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	1
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	1205	Total Number of ELLs	125	ELLs as Share of Total Student Population (%)	10.37%
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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.

1. To initially identify students who may possibly be ELLs during the registration process, parents are asked to complete a Home Language Identification Survey (HLIS). An informal interview is conducted by a certified pedagogue (ESL or administrator) and a translator provided whenever necessary. After completion of the survey, a trained school pedagogue reviews and completes the HLIS by making an OTELE determination. If the HLIS indicates a language other than English, the student is administered the Language Assessment Battery Revised (LAB-R) within ten days of initial registration. All personnel involved in the screening, HLIS review, and administering the LAB-R are trained/certified school pedagogues. All ELL students (per LAB-R and previous years' NYSESLAT test scores) are administered the NYSESLAT in the spring to determine continuing entitlement or exiting from services.
2. At PS/MS 43, parents of newly identified ELLs are invited to a parent orientation, at a convenient time, as soon as possible after the handscoring of the LAB-R at which time they are shown a DVD in a language that they understand and exposed to the three programmatic choices available in the city of New York. Translation services are provided if needed. Parents then fill out the Parent Survey and Selection form indicating their program of choice. This process is ongoing throughout the school year as new entrants are admitted. If a parent selects a transitional bilingual program we will assist them in finding a contiguous school that offers that program. The choices presently available at PS/MS 43 are the ESL Program (K-8) and the Dual Language Program (K-7). If during the process 15 entitled students on 2 contiguous grades that have the same home language indicate a preference for transitional bilingual then a class will be opened.
3. Parents of students who have been LAB-R tested and are determined to be ELL entitled, are notified as soon as entitlement is verified. Parents are notified in writing in English and their home language using the city's parental notification letters. Letters are sent home with children in their agenda books. The NYSESLAT scores of students from previous school years are checked to determine continued entitlement of services. The parents of these students are also notified in writing via the students' agenda books. To ensure that parent surveys and program selection forms are returned, parent orientation meetings are held monthly throughout the school year. Parents are invited in writing to attend. They are also contacted in writing and when necessary by telephone, or in person during arrival or dismissal. All forms are requested to be filled out following each orientation. If a parent does not complete the Survey and Selection form the default program is transitional bilingual and the procedures outlined in question 2 above will be followed. A copy of the HLIS and Parent Survey and Selection forms are placed in the students' cumulative record folder and a binder is established and kept in a central location for monitoring purposes.
4. After parents have chosen the program they wish for their child, the child is placed. If the desired program is not available in our school, transfer to a school where the program exists is offered. Parents are presently offered the ESL Program (K-8) and the Dual Language Program (K-7) at PS/MS 43. Most parents prefer to place their children in one of the programs offered rather than transfer. Staff is available for communication with parents in Spanish and Haitian-Creole which are the predominant language groups in the school.
5. There are two overall trends for parent choice in program selection. In grades K-7, since the implementation of the Dual Language Program, parents have overwhelmingly selected this option. As of this September, the trend continues to be that 70% of our ELL new admits have been placed into our Dual Language Program; the remaining ELLs are served in ESL programs. Next year our DL program will grow to the 8th grade as well. Program placement is aligned with parent choice.
6. Yes, the programs offered at PS/MS 43 are aligned with what parents have requested. The ESL program is offered in K-8 for parents who prefer this option. The Dual Language Program is currently offered in grades K-7. We expect the trend for selection of the Dual Language Program to continue.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	2	2	1	1	1	1	1	2	0	0	0	0	0	11
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	6	6	6	6	6	6	6	6	6	0	0	0	0	54
Total	8	8	7	7	7	7	7	8	6	0	0	0	0	65

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	125	Newcomers (ELLs receiving service 0-3 years)	83	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	36	Long-Term (completed 6 years)	6

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	25		0	18		0	4			47
ESL	58		8	18		4	2		2	78
Total	83	0	8	36	0	4	6	0	2	125

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	15		11		3		9		11		5		8		8		0		70	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	15	0	11	0	3	0	9	0	11	0	5	0	8	0	8	0	0	0	70	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>10</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino: <u>10</u>
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	8	4	5	5	5	2	3	2	5					39
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1						1						2
Haitian	1	2				1			1					5
French					1	1	1		1					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3				1	1								5
TOTAL	12	7	5	5	7	5	4	3	7	0	0	0	0	55

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Instruction is delivered in a variety of ways. ESL instruction is delivered via a pull out model. Dual Language instruction is delivered via both the side by side model in grade K, 1 and 7. In grades 2, 3, 4 and 6 alternating days model is used. In ESL and DL students are grouped heterogeneously. The entire school follows the balanced literacy model and scaffolding techniques are used to support the 2nd language learners. The scaffolds employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation, and meta-cognitive development per QTEL. Differentiated instruction is provided to all students so that they may progress from level to level. Other instructional strategies employed are Cooperative Learning, the Natural Approach, the Language Experience Approach, Total Physical Response, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the intermediate and advanced levels of language, the focus shifts towards Cognitive Academic Language Proficiency (CALP). Dual Language classes travel together; ESL pull out groups are multigrade with mixed proficiency levels.

2. The ESL/Dual Language Facilitator analyzes the results of the NYSESLAT scores to determine the proficiency levels of each student. Groups are then created based on the language level and grade level of students. The ESL Program provides instruction in English using ESL methodologies for a specific amount of time as determined by scores achieved on the NYSESLAT or LAB-R. Beginning and Intermediate level students receive 360 minutes per week of ESL instruction. Students at the Advanced level receive 180 minutes of ESL instruction per week provided by the ESL teacher and 180 minutes of ELA instruction provided by the Classroom teacher each week. Beginning and Intermediate level students in the Dual Language Program receive 90 minutes per day of Native Language Arts Instruction. While Advanced level students in the Dual Language Program receive 45 minutes per of Native Language Arts Instruction. A "Pull-out" instructional model is utilized, wherein the ESL certified teacher pulls out students from their classroom to provide services in grades K-8 or pushes into the classroom to work with them when appropriate.

3. In the ESL program grade appropriate content is used to deliver English Language instruction. In the Dual Language program content is delivered in two languages, Spanish and English and Science is provided by a cluster teacher in English. A thematic approach to teaching is utilized in the content areas with ESL methodology and support provided.

4. Currently, there are no SIFE students in our school. However, if we were to have SIFE students, they would be offered Academic Intervention Services. In addition to the mandated instructional requirements, these students would be invited to attend our ESL Saturday School Program (pending Title III funding). The ESL teacher would work closely with the classroom teacher to ensure adequate progress of these students.

B. English Language Learners in US schools less than three years are given intensive mandated ESL instructional time as prescribed by CR Part 154 and support by their classroom teacher as well. In addition, these students are also invited to attend our ESL Saturday School Program (pending Title III funding). These students also receive a variety of ESL instructional strategies and activities to assist them in meeting State Standards. The strategies utilized by their ESL teacher include Total Physical Response, Cooperative Learning, the Natural Approach, the Language Experience Approach, the Cognitive Academic Language Learning Approach and Differentiated Instruction. These strategies are utilized during theme-based activities using trade books, art activities, music, storytelling, and the use of technology. Specifically, these students are able to utilize two technology programs at PS/MS 43, Imagine Learning and Study Island. These programs focus on web based instruction, practice and assessment to assist in Language support and improved performance on State Assessments.

C. ELLs receiving services for 4 to 6 years will continue to receive the mandated instructional time based on their NYSESLAT scores and proficiency levels. These students are mandated to attend Extended Day, invited to our ESL Saturday School Program (pending Title III

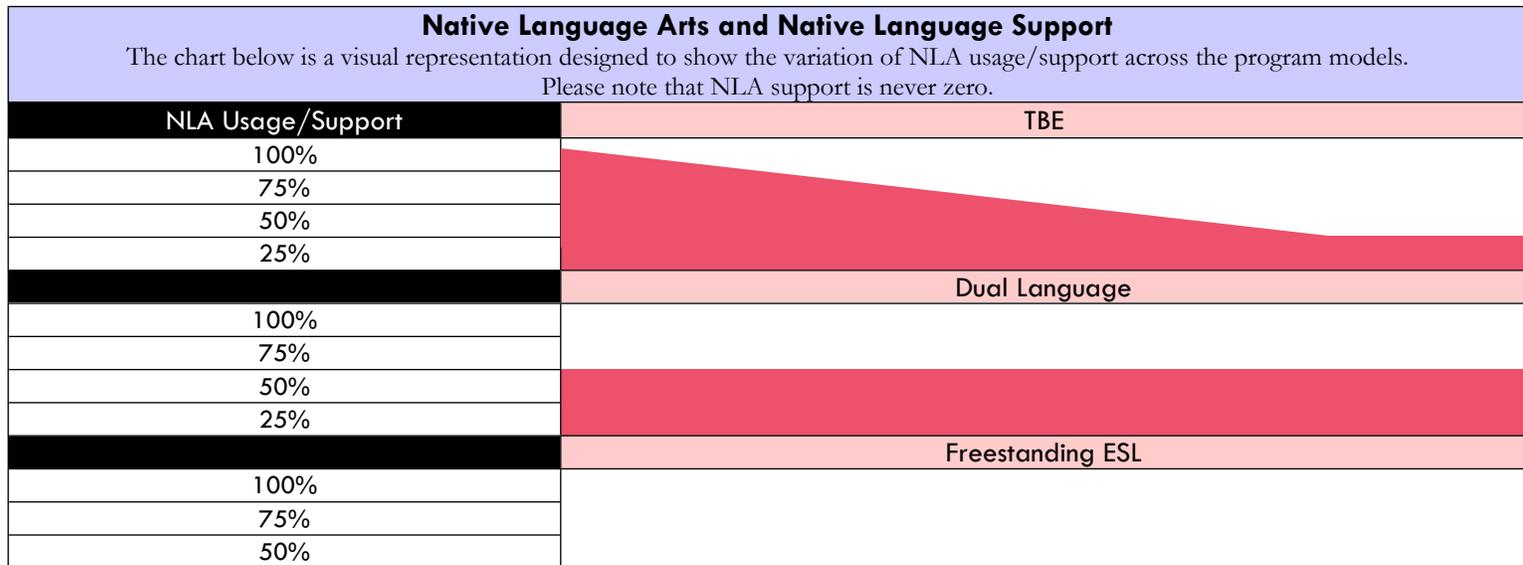
funding) and also receive small group instruction pull out several times a week. During small group instruction these students receive reinforcement and re-teaching based on their instructional needs. The teacher uses both Guided and Skills-Focused lessons to increase their knowledge and proficiency. These students also receive literacy and language support during our 90 minute Balanced Literacy Block using Open Court and Harcourt's Story town English Language Learners Support kit, facilitated by their classroom teachers. The use of tiered activities allows teachers to tailor the instruction for these students during this time to meet their individual.

D. Long-term ELLs are offered a variety of academic intervention services. They are invited to attend the Saturday School Program (pending Title III funding). Teachers incorporate many strategies during this time to foster differentiated and individualized instruction through the use of tiered activities. These students are also mandated for Extended Day, where they receive small group instruction based on their individual needs to assist in meeting and exceeding State Standards. Study Island, one of our technology programs offered at PS/MS 43 is also available to these students where they are exposed to rigorous academic content that focuses on the Learning Standards which enables improved performance in all skill areas tested.

E. Students with special needs participate in ESL instruction as mandated by their I.E.P's. The instruction they receive is modified as needed depending on their abilities. Students receive additional scaffolding and support to enable them to fully participate. They also receive support in Reading provided by our new ELL/Dual Language Reading Center in the PS/MS 43 Library. Students can listen, read and record their reading on the computer. The Center enables students to increase their reading ability and comprehension through the use of instruction, practice, and assessment on the computer.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. Our targeted intervention programs for ELLs include English Language Arts, which is a reading program for students in grades K-6. It centers on 120 minutes of literacy instruction, balanced literacy, read alouds, whole class mini-lessons, and tiered activities during guided reading. We also have Imagine Learning and Study Island, two computer programs used at the school. These programs focus on web based instruction, practice and assessment to assist in Language support and improved performance on State Assessments. The Dolphin Program in grades 1-5 is an accelerated enrichment program. Extended Day and Advancement via Individual Determination (AVID) are also part of our targeted intervention programs for ELLs. At risk counseling is also provided to ELLs by the Guidance Counselors.

6. Students that have attained proficiency on the NYSESLAT continue to receive support from their classroom teachers and are closely monitored. Classroom teachers have been trained in the use of ESL goals and standards. These are utilized within their instruction. The classroom teachers and ESL teacher articulate to ensure the continued progress of these students. These students also receive the testing accommodation that current ELLs receive for two years.

7. New programs and improvements for this year included the continuation of our Dual Language program into Seventh grade. A continued emphasis has been placed on differentiated instruction and tiered activities in all classes, which enables us to meet the academic needs of our ELLs. We have also made improvements by continuing the use of Imagine Learning English with our ELLs.

8. We currently have only one ESL Teacher. Our 2nd, 3rd, and 6th grade Dual Language classes have been down-sized to one teacher each due to small class size. Therefore, one bilingual teacher teaches English one day and Spanish the next day. We are not presently considering discontinuing any of our programs.

9. All ELLs have equal access to all school programs. AVID programs have been implemented in grades 4-8 and our ELLs are in these programs. ELLs are also part of the ACES program for students who demonstrate a need for greater degree of both academic and affective support in grades 7-8. We also have ELLs in our Dolphin classes. They are also afforded equal access to any Afterschool/Saturday school program including ELA and Math preparation classes. ELLs are given the opportunity to participate in any

program that is beneficial to their level of proficiency, interest, and learning style.

10. A variety of instructional materials are used to support the learning of ELLs. In the Dual Language Program, the Open Court and Story town reading systems are used for instruction. This included big books, guided readers, and shared readers in both English and Spanish. Leveled libraries are used in all classrooms. Additional materials used in the ESL classroom include ESL wrap-ups, Leap Frog Spanish/English Program, Picture Perfect Dictionary Program, and computer software including Imagine Learning English. These materials are used appropriately according to ELL subgroups.

11. The Dual Language program supports the learners by using both English and Spanish. In both Dual Language and ESL native language support is provided through computer programs, picture dictionaries, books in student's native language and translation websites. Our program emphasizes the importance of placing the learner's native language and cultural background at the center. Our library has a new reading and listening center with Spanish and English resources. These supports are utilized by students in both ESL and Dual Language programs.

12. Yes, the required support and resources correspond to ELLs' ages and grade levels. PS/MS 43 is able to provide ESL services in grades K-8. Additionally, our Dual Language Program is available for ELLs in grades K-7. Our upper grade Dual Language classes use Harcourt Story town materials and our lower grades use Open Court. Both systems provided extra ELL support kits and instruction that promote language development. Classes also have grade leveled libraries in English and Spanish.

13. Tours of the PS/Ms 43 building and Dual Language classes are provided to all newly enrolled ELL students and their parents. Parent letter and orientation packets are also available to newly enrolled ELLs.

14. Currently, Spanish is the language elective offered to ELLs at PS/MS 43.

C. Schools with Dual Language Programs

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

1. The Dual Language Program model teams two teachers in grades K-1 and one teacher in grades 2-7 to provide instruction in two languages. In two teacher classes, one teacher provides instruction in English while the other teacher provides instruction in Spanish. In one teacher classes, a bilingual teacher provided instruction in English one day and instruction in Spanish the next day. Students are linguistically mixed for all instruction, where classes contain 50% native language English speakers and 50% native language Spanish speakers (when applicable). The target language time is equally divided between the two languages, so that 50% of the instructional time is allocated to English and 50% to instruction in Spanish.

2. The instructional day for our EPs and ELLs are entirely integrated. However, differentiated instruction is incorporated in all lessons keeping in mind ELLs and their language proficiency levels.

3. Instruction is simultaneous for literacy and all content areas. During the literacy block, the components of balanced literacy are introduced in both languages. In addition, both languages are utilized for instruction across the content areas. Students receive instruction following the Alternate Day Model. One language is used for instruction on day one followed by instruction in the other language on day two. At the end of the two week cycle, students have received instruction in both languages for five days.

4. Emergent literacy is equally divided between two languages, so that 50% of the instructional time is allocated to instruction in English and 50% to instruction in Spanish. Instruction is simultaneous for literacy and all content areas.

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.

1. All personnel at PS/MS 43 receive professional development in ESL throughout the year. Workshops are offered for classroom teachers, ESL teachers, and Dual Language teachers, AIS teachers, Guidance Counselors. Topics included ESL strategies and instructional techniques employed during instruction including modeling, scaffolding, bridging, contextualization, schema building, text representation, and meta-cognitive development, BICS and CALP. Teachers are currently involved in inquiry teams looking into the use of informational texts.

2. PS/MS 43 is a K-8 school where our elementary students transition to middle school from 5th to 6th grade. Staff receive eligibility lists with ELL data. All student data is explained and reviewed by staff. Middle school ELL students are provided with a list of ELL High Schools, open house opportunities and summer school preparation courses. Guidance Counselors meet with transitioning students and their parents to

provide transitioning support.

3. All teachers meet in inquiry teams throughout the school year(every other Monday). Periodically, during these meetings, ELL training is provided. Teachers receive copies of ESL Standards and are informed as to how to incorporate them into their daily lessons. Teachers also have grade wide common planning periods where they plan to meet students' needs academically and linguistically. PD for the 7.5 training will be provided by the Network ELL personnel in two session during the school year.

E. Parental Involvement

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

1. At PS/Ms 43 we encourage all parents including parents of ELLs to be involved in all aspects of their children's learning. Parents are invited to Parent Teacher Association (PTA) meetings, workshops, and Individualized Education Plan (IEP) meetings, and Parent/Teacher conferences. Invitations are distributed in home languages. Parents are made aware of any potential plans for academic intervention via progress reports. Homework agendas are available to all students and parents to communicate with teachers and administration. Teachers maintain phone contact and a parent contact log. Parents are also invited on class trips as well as Saturday Competitive trips for ELLs. Computers for youths provide our 6th grade students with free computers and parents must accompany students to the workshop in order to receive the computer. Our School Messenger system sends out important information when needed to get to parents quickly. Parents of ELLs are invited to a fall meeting as well as a spring meeting. Topics appropriate to those times of year will be covered by school personnel - among these, curriculum, assessments, school routines, mandates, how to provide support at home, etc.

2. The Parent Teacher Association holds monthly workshops on various topics of interest and importance to the community. Invitations are distributed in home languages. The Computers for Youths Program gives out free desktop computers to all 6th grade students whose parents attend the workshop with them during the month of October. All ELL's in grade 6 are invited to attend this event. Finally, we have a partnership with the Queens Library to foster reading outside of school.

3. During our Parent Orientation meeting, parents are given opportunities to express their needs and concerns. During Parent/Teacher conferences we evaluate the needs of our parents. Parent needs and concerns are evaluated and addressed throughout the course of the year through workshops and orientations. The NYC Parent survey is also reviewed yearly to evaluate the needs of parents.

4. Parent Orientation meetings are available monthly for parents. These orientations included discussions on state standards, assessments, school expectations, and program requirements for the ESL and Dual Language programs. Workshops occur throughout the year for parents on various topics. Parent/Teacher conferences have been arranged to meet parent schedules and we have addressed the need for more translators during these meetings. Finally, at the end of the year we have a Celebration for all ELLs, where parents are invited to attend and participate.

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)	9	9	3	2	3	1	3	1	2					33
Intermediate(I)	3	8	4	6	2	2	2	1	2					30
Advanced (A)	14	1	1	6	13	8	7	9	3					62
Total	26	18	8	14	18	11	12	11	7	0	0	0	0	125

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	2	3	1	2	1		1		2				
	A	1	7	4	2	5	4	6	7	3				
	P	1	6	3	9	9	5	3	1	1				
READING/ WRITING	B	5	8	3	1	2	1	2	1	2				
	I		8	4	6	2	2	2	1	2				
	A		1	1	6	12	7	8	7	3				
	P								1					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	12			17
4		18	1		19
5	4	5			9
6		9	2		11
7	2	2			4
8		6			6
NYSAA Bilingual Spe Ed		1	3		4

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		9		6				18
4	1		14		4				19
5	1		9						10
6			6		5				11
7			4						4
8			6						6
NYSAA Bilingual Spe Ed			1		3				4

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

NYS Social Studies									
--------------------	--	--	--	--	--	--	--	--	--

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

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

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

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

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

1. The assessment tools used to assess the literacy skills of our ELLs are El Sol and Fountas and Pinnell. Grade level writing assessments are done periodically throughout the year. ELL Periodic Assessments, Acuity Assessments and State Practice Assessments are also used to assess literacy skills of our students. Teachers used reading assessments to provide insights as to our students' areas of strengths and weaknesses. This information is used to gain more knowledge on how to differentiate our lessons to meet our students' individual needs. Data is also used to improve programs offered at PS/Ms 43.

2. The data patterns reveal that across all proficiency levels and grades, students perform better on listening and speaking modalities. Students do not perform as well on the reading and writing modalities. In grades K-2, students perform the lowest on the reading subtest. In grades 3-8 students perform equally lowest on the reading and writing subtests.

3. Instruction will continue to have a greater focus on reading and writing this year. Increased instructional tome will focus on elements of balanced literacy, with a focus on skills based guided reading and writing, grammar and sentence structure.

4. A. The majority of our ELL students score at level 2 or level3 across the grades in both programs. Within each assessment the pattern continues that students are having more difficulty on writing than on other parts of the assessments. This is seen across the proficiency levels.
 B. The school leadership and teachers use the results of the ELL Periodic Assessment to reflect upon teaching and programs. ESL and classroom teachers analyze results to guide their instruction for student performance. Small group instruction is utilized to teach target skills based on these assessments.
 C. The Periodic Assessments inform us if the needs of ELLs. It shows us what areas need to be focused on and how we need to tailor our instruction to help students raise the bar in their academics. Instruction is sharpened and fine tuned through the use of periodic assessments

5. A. English Proficient students are assessed in the second language through the use of teacher-made assessments and the ELE given in May.
 B. The English Proficient students continue to make progress in the target language. Students that entered the program with little or no knowledge of Spanish are currently at the beginning level of language proficiency. English Proficient students entered the program with some knowledge of Spanish are at the intermediate level of language proficiency.
 C. The English Proficient student continue to improve in scale score. However, the number of students at level three and four has dropped to 36% for ELA and 40% in Math.

6. The successes of our programs for ELLs are evaluated through students' performance on state tests, and their individual English proficiency. We also evaluate reading and writing skills as demonstrated at each grade, year to year class test scores, teacher observations, and parental observations and feedback to determine the successes of our ELL programs.

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. 043					
District:	27	DBN:	27Q043	School		342700010043

DEMOGRAPHICS

Grades Served:	Pre-K	v	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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	54	55	54		91.5	92.0	91.5
Kindergarten	124	153	152				
Grade 1	141	133	143	Student Stability - % of Enrollment:			
Grade 2	147	150	112	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	146	132	139		91.4	88.7	91.7
Grade 4	140	147	114				
Grade 5	138	116	136	Poverty Rate - % of Enrollment:			
Grade 6	131	150	115	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	154	117	132		79.0	88.2	90.6
Grade 8	152	151	111				
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		19	57	63
Grade 12	0	0	0				
Ungraded	20	25	27	Recent Immigrants - Total Number:			
Total	1347	1329	1235	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	7	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	67	78	96	Principal Suspensions	101	58	45
# in Collaborative Team Teaching (CTT) Classes	50	62	51	Superintendent Suspensions	75	56	49
Number all others	50	50	51				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	63	0	TBD	Number of Teachers	108	109	104
# in Dual Lang. Programs	63	73	TBD	Number of Administrators and Other Professionals	28	28	16
# receiving ESL services only	46	40	TBD				
# ELLs with IEPs	7	17	TBD	Number of Educational Paraprofessionals	13	10	21

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	8	36	% fully licensed & permanently assigned to this school	100.0	100.0	99.0
				% more than 2 years teaching in this school	65.7	65.1	81.7
				% more than 5 years teaching anywhere	55.6	55.0	65.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	82.0	82.7
American Indian or Alaska Native	0.5	0.6	1.0	% core classes taught by "highly qualified" teachers	96.3	92.1	91.9
Black or African American	66.7	66.1	62.9				
Hispanic or Latino	27.5	27.8	30.0				
Asian or Native Hawaiian/Other Pacific	2.8	2.9	2.3				
White	1.9	1.4	2.0				
Male	49.3	50.0	51.5				
Female	50.7	50.0	48.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

	<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	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	40.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 27Q043

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:	894,415	20,177	914,592
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,944	202	9,146
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	44,721	*	
4. Enter the anticipated 10% set-aside for Professional Development:	89,442	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
__98%__

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			751,307	X	24 and 25
Title I, Part A (ARRA)	Federal	X			19,975	X	24 and 25
Title II, Part A	Federal	X			157,370	X	24

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			18,500	X	27
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	X			5,308,718		