



**P.S. 047 CHRIS GALAS**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 047 CHRIS GALAS**  
**ADDRESS: 9 POWER ROAD**  
**TELEPHONE: 718-634-7167**  
**FAX: 718-945-5394**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342700010047 **SCHOOL NAME:** P.S. 047 Chris Galas

**SCHOOL ADDRESS:** 9 POWER ROAD, QUEENS, NY, 11693

**SCHOOL TELEPHONE:** 718-634-7167 **FAX:** 718-945-5394

**SCHOOL CONTACT PERSON:** JANET DONOHUE **EMAIL ADDRESS** JDonohu2@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Kathy Ruggiero

**PRINCIPAL:** JANET DONOHUE

**UFT CHAPTER LEADER:** Kathy Ruggiero

**PARENTS' ASSOCIATION PRESIDENT:** Jayne Galimi

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 27 **CHILDREN FIRST NETWORK (CFN):** CFN 309

**NETWORK LEADER:** PAT TUBRIDY/MARTHA RODRIGUEZ-TORRES/Tatyana Ulubabova

**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
Janet Donohue	Principal	
Kathy Ruggiero	UFT Chapter Leader	
Luann Montella	Parent	
Donna Maffia	UFT Member	
Lorraine DeMarco	UFT Member	
Jayme Galimi	PA/PTA President or Designated Co-President	
Charlotte Kinneary	Title I Parent Representative	
Beth Hemminger	Parent	
Michelle Kenny	Parent	
Jenine Andrews	UFT Member	

\* 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.

Surrounded by water, without the presence of large buildings or major shopping areas, Broad Channel is a quiet community where neighbors have known each other for generations and students attend classes from PreKindergarten through 8<sup>th</sup> Grade. The students come from Broad Channel and the Rockaway Peninsula. Students from the Rockaways are provided with school bus service in Kindergarten – 6<sup>th</sup> Grade, while 7<sup>th</sup> and 8<sup>th</sup> Graders use public transportation. We have 11 classes which include a Special Education 3rd Grade, a general Education 3rd grade and one class on all other grades through 8<sup>th</sup> grade. We also have an ICT class on the 8th grade level, where all core subjects are taught collaboratively by two teachers. We provide the following services: SETSS, Speech, Hearing, Adaptive Physical Education and Occupational Therapy. We have three ELL students and one self-contained Special Education class. Our site is handicap accessible. Our school has implemented the CORE Knowledge Curriculum in Grades PK to 6. As of the 2009/2010 school year we are a Title1 school.

The staff includes 12 classroom teachers and three full time clusters who provide instruction in Science, Spanish and Social Studies. We maintain a seamless curriculum across the grades through part time clusters in the following subject areas: Literacy, Social Studies and Mathematics. We have a full-time reading teacher funded by Early Grade Class Size Reduction money. Our students have the services of a full-time Guidance Counselor, and a SAPIS Counselor three times weekly, and the Pupil Personnel Committee, which meets monthly and as needs arise. We currently have five paraprofessionals, three are IEP paras, one is the Special Needs 3rd Grade 12:1:1 para and one is a Universal PreKindergarten para.

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										
<b>School Name:</b>		P.S. 047 Chris Galas								
<b>District:</b>		27	<b>DBN #:</b>		27Q047	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<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			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<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		19	24	19			93.6	94	TBD	
Kindergarten		34	23	29						
Grade 1		21	34	23	<b>Student Stability - % of Enrollment:</b>					
Grade 2		25	21	37	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		25	29	22			96.5	96.10	TBD	
Grade 4		26	25	25						
Grade 5		27	28	24	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		18	23	24	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		30	19	20			44.6	37.8	48.9	
Grade 8		23	29	19						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			0	0	TBD	
Grade 12		0	0	0						
Ungraded		2	0	1	<b>Recent Immigrants - Total Number:</b>					
Total		250	255	243	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							0	0	1	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<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		11	8	9	Principal Suspensions		2	2	TBD	
# in Collaborative Team Teaching (CTT) Classes		10	8	7	Superintendent Suspensions		0	0	TBD	
Number all others		28	29	33						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>					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	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	3	1	3	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	2	2	Number of Teachers	20	19	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	9	9	TBD
				Number of Educational Paraprofessionals	4	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	2	TBD	% fully licensed & permanently assigned to this school	95	89.5	TBD
				% more than 2 years teaching in this school	85	73.7	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	70	57.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	95	TBD
American Indian or Alaska Native	0.8	0.8	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	8	6.3	4.9				
Hispanic or Latino	9.2	8.6	6.6				
Asian or Native Hawaiian/Other Pacific Isl.	2.8	2.4	2.5				
White	79.2	82	86				
Multi-racial							
<b>Male</b>	51.6	48.2	49.4				
<b>Female</b>	48.4	51.8	50.6				
<b>2009-10 TITLE I STATUS</b>							
<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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
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"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
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	√	√					
<b>Student groups making AYP in each subject</b>	<b>3</b>	<b>3</b>	<b>1</b>				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	66.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	34.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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](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?

### Student Performance Trends:

- In the 2008-2009 school year, we were in the 11th percentile of all K-8 schools citywide. Last year, we did better than 91% of all K-8 schools citywide.
- We have made exemplary proficiency gains with our special education students in Math
- The percentage of students at proficiency (level 3 or 4) on the ELA state test decreased from 90.8% to 76.7%
- The percentage of students at proficiency (level 3 or 4) on the Math state test decreased from 94.1% to 86.5%
- The median student proficiency in math increased from 3.90 to 3.96%
- We improved in all areas of the school environment survey (parents, staff and students). Our score on the progress report increased from 11.9 to 13.1%
- Our student progress on the state tests increased from 34.4 to 44.4 out of 60
- Our progress report grade went from a B to an A
- We received a Well-Developed on our Quality Review in March 2010
- School Accountability snapshot indicates elementary and middle school students are in good standing in ELA, Math and Science.

### Greatest Accomplishments:

- All students consistently receive differentiated instruction
- Increased technology facility through use of Interactive Whiteboards, Mimio and laptops
- Extended day remediation has been tailored to fit the students needs
- All teachers are involved in Inquiry Team work
- All teachers are engaged in setting individualized professional goals based on the California teaching standards
- Partnerships include NYC Opera, NYC Ballet, RAA, Ballet Tech, NYS Court Officers Choice and Consequences, 100th Precinct Community Council, Champs
- Grants received include Intrepid, Technology, Structural Improvements
- Enrichment activities include Computer Club and Chorus; collaboration with private industry for career exposure

Aids:

- Experienced teachers working consistently with small groups to increase performance outcomes
- Supportive school based administration
- SLT meeting on monthly basis
- Monthly academic expectation meetings
- Co-planning sessions which facilitate discussions about students and their work

Barriers:

- Lack of funding limits program implementation
- Lack of space
- Outdated structure

## 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 June 2011, we will provide professional development opportunities strategically targeted to and utilizing student performance progress data, teacher needs and interest. 60% of faculty conference and grade meetings will be devoted to professional development based on data analysis from periodic assessments, ARIS, student portfolios and teacher created classroom assessments.	<input type="checkbox"/> Improving teacher quality and effectiveness
By June 2011, we will increase the writing skills of Grade 3-8 students. At least 70% of the students will show at least one level of growth in writing skills as measured against a standards based writing rubric.	<input type="checkbox"/> Priority area for improved student performance (based on PR or other metric)
By June 2011, we will continue to develop teachers' instructional and reflective practices as they move along the continuum of the Professional Teaching Standards. During the 2009- 2010 school year, more than 80% of our teachers moved at least one level along the continuum in three of the six standards. This year 80% of the staff will move at least one level in the other three of the self selected standards.	<input type="checkbox"/> Improving teacher quality and effectiveness
By June 2011, we will expand the use of data analysis to ensure that the effectiveness of teacher teams is maintained and shared with constituents across the school. At least 90% of the staff will be engaged in inquiry work where they will establish data process structures so that their effectiveness can be measured.	<input type="checkbox"/> Addressing DOE Quality Review statement
<input type="checkbox"/> By June 2011, we will improve the mathematical skills of students in grades 3-8. At least 50% of these students will show at least one level of growth in mathematical skill as measured against a standards based math rubric.	<input type="checkbox"/> Priority area for improved student performance (based on PR or other metric)



## 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** **All Subjects - Teaching Practices**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, we will provide professional development opportunities strategically targeted to and utilizing student performance progress data, teacher needs and interest. 60% of faculty conference and grade meetings will be devoted to professional development based on data analysis from periodic assessments, ARIS, student portfolios and teacher created classroom assessments.</p>
<p><b>Action Plan</b>  <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>Fund Assistant Principal, intervisitations by classroom teachers and cluster teachers, schedule co-planning sessions, Lunch and Learns, after school per session, study groups</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>Fair student funding, Title 1 ARRA SWP for Assistant principal who provides Professional Development, Title 1 ARRA SWP for after school sessions</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Informal and formal observations - monthly</li> <li>• Snapshots - monthly</li> <li>• Student portfolios - updated monthly</li> <li>• Student assessments - weekly</li> <li>• Teacher lesson plans - daily</li> <li>• Review of benchmark data - monthly at AE meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• In class and hallway bulletin board displays - monthly</li> <li>• Agendas and sign-in sheets from Professional Development sessions</li> </ul>
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**Subject Area  
(where relevant) :**

**ELA- Writing**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, we will increase the writing skills of Grade 3-8 students. At least 70% of the students will show at least one level of growth in writing skills as measured against a standards based writing rubric.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Provide professional development in effective writing instruction, provide Academic Intervention Services to at risk students, schedule co teaching periods to provide increased small group instruction, require four writing samples with standards based rubric/checklist
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>	Fair student funding for teacher salaries, Title 11a Supplemental for co teaching periods, Title 1 ARRA SWP for after school professional development sessions
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Student writing samples on benchmark assignments</li> <li>• Excel spreadsheet demonstrating the number of students showing at least one level of growth with standards-based writing rubric attached</li> <li>• Agendas and sign-in sheets from professional development sessions</li> <li>• Logs of AIS support</li> <li>• Student work in portfolios, classroom assessments, on bulletin boards</li> </ul>

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**Subject Area  
(where relevant) :**

**All Subjects - Teaching Practices**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, we will continue to develop teachers' instructional and reflective practices as they move along the continuum of the Professional Teaching Standards. During the 2009-2010 school year, more than 80% of our teachers moved at least one level along the continuum in three of the six standards. This year 80% of the staff will move at least one level in the other three of the self selected standards.</p>
<p><b>Action Plan</b> <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>Provide differentiated Professional Development opportunities based on teacher need as assessed by questionnaires. Provide after school opportunities for study groups, provide opportunities for intervisitations, schedule professional periods where teachers work in classes one grade above or one grade below their level.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>Fair student funding for teacher salaries, Title 11a Supplemental for professional periods, Title 1 ARRA SWP for after school professional development sessions</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Agendas and sign-in sheets from professional development sessions and study groups,</li> <li>• Goal setting worksheets reviewed on benchmark dates in September, January and May,</li> <li>• Teacher observations and walkthroughs (Snapshots),</li> <li>• Student work,</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher lesson plans</li> </ul>
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**Subject Area**  
(where relevant) :

**All Subjects- Inquiry Teams**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, we will expand the use of data analysis to ensure that the effectiveness of teacher teams is maintained and shared with constituents across the school. At least 90% of the staff will be engaged in inquiry work where they will establish data process structures so that their effectiveness can be measured.</p>
<p><b>Action Plan</b> <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>Provide Professional Development opportunities on effective use of data analysis, provide opportunities for sharing of exemplary strategies, schedule intervisitations of inquiry teams, as well as fishbowl sessions.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>Title 1 ARRA SWP for after school professional development sessions and intervisitations of teacher teams, tax levy for teacher salaries</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Agendas from monthly Academic Expectations meetings</li> <li>• Review of student work and benchmark data</li> <li>• Documentation on ARIS of reflections and next steps</li> <li>• Agendas and minutes of teacher team meetings</li> </ul>

**Subject Area**  
**(where relevant) :**

**Math**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, we will improve the mathematical skills of students in grades 3-8. At least 50% of these students will show at least one level of growth in mathematical skill as measured against a standards based math rubric.</p>
<p><b>Action Plan</b> <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>Provide professional development in effective mathematics instruction, provide Academic Intervention Services to at risk students, schedule co teaching periods to provide increased small group instruction, scheduling of Professional Periods to facilitate co teaching of small math groups, provide Extended Day instruction</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Tax levy funds for teacher salaries, Title 1 ARRA SWP for after school professional development sessions, Title 11a Supplemental for professional periods and co teaching periods</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Student math work, unit tests, classroom assessments</li> <li>• Excel spreadsheet demonstrating the number of students showing at least one level of growth with standards-based math rubric attached</li> <li>• Agendas and sign-in sheets from professional development sessions</li> <li>• Logs of AIS support</li> </ul>

## **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	4	2	N/A	N/A				1
1	7	7	N/A	N/A				1
2	5	4	N/A	N/A				2
3	14	10	N/A	N/A	1			1
4	5	5		2				1
5	6	5	1	3				2
6	8	6	1	4				2
7	10	8	3	2				1
8	11	9	5	5				
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<input type="checkbox"/> Grade K and 1 will use Foundations and Reading Recovery during the school day and extended day lessons in small groups. Grades 1-8 will use a mix of Wilson and skill and strategy reinforcement materials in both small group and one-on-one instruction during the school and extended day periods.
<b>Mathematics:</b>	<input type="checkbox"/> Content and supplemental material will be used by team teachers and in small group instruction during the school day and extended day period.
<b>Science:</b>	<input type="checkbox"/> Content area supplemental material will be used by team teachers and in small group instruction during the school day and extended day period.
<b>Social Studies:</b>	<input type="checkbox"/> Content area supplemental material will be used by team teachers and in small group instruction during the school day and extended day period.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Services for students are provided on school premises in an individual/group setting during the school day. Topics such as working in a group, taking turns, respect, socialization skills, organizational skills, parent separation issues, divorce, loss, ethnic and cultural topics, etc., will be addressed.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Small group and one-on-one counseling as needed during the school day.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Small group and one-on-one counseling as needed during the school day.

**At-risk Health-related Services:**

Nursing services available as required and needed during the school day and extended day periods.

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

**Number of Students to be Served:**

LEP N/A

Non-LEP N/A

**Number of Teachers** N/A

**Other Staff (Specify)** N/A

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

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

N/A

**Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

N/A

**Section III. Title III Budget**

—

**School: N/A**

**BEDS Code: 342700010047**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	N/A	<input type="checkbox"/> N/A
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.  The School Leadership Committee conducted interviews of parents and review of letters, calendars and meeting minutes to determine the nature and frequency of communication with caretakers, noting the use of home languages.
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 findings of the SLT were reported to both the parents and staff of PS/MS47 through PA meetings, Parent Coordinator workshops and staff conferences. 1% of our parent population is non-English speaking, therefore, a staff member will be present to translate into the required language as needed.

### **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.

All letters, calendars and minutes will be translated into the necessary home languages as noted in the translation needs assessment. A staff member who is fluent in the required language will be present to translate during parent-teacher conferences and other occasions that arise.

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.

All oral interpretation services will be provided in-house by a staff member. Parent notices will be translated into the necessary home languages on an in-house basis.

In addition, the NYCDOE Translation and Interpretation Unit will be contacted as needed.

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>.

We have notified the parents through letters that were sent home with the students. We have signs located near the front entrance informing parents of their right to translation and interpretation services. There is a postcard near the Security Desk with the phone number parents can use to obtain these services.

## 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:	0	\$87,331.	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$873.		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4,366.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$8,773.00	*	

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

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

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

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

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

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will insure effective involvement of parents and community in our school. Therefore PS/MS 47 (in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act.), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS/MS 47 will support parents and families of Title I students by:

1. **providing materials and training to help parents work with their children to improve their achievement level (e.g. literacy, math and use of technology);**
2. **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
3. **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;**
4. **providing assistance to parents in understanding City, State and Federal standards and assessments;**
5. **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.**

6. **providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community .**

PS/MS 47 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title 1 program. This information will be maintained by the school.

In developing the PS/MS 47 Title 1 Parent Involvement Policy, parents of Title 1 participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title 1 Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS/MS 47 will:

- **actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title 1 Parent Involvement Policy and School-Parent Compact;**
- **engage parents in discussion and decisions regarding the required Title 1 setaside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;**
- **ensure that the Title 1 funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;**
- **support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title 1 Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;**
- **maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);**
- **conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, assessing community and support services; and technology training to build parents' capacity to help their children at home;**

- provide opportunities for parents to help them understand the accountability system (e.g. NCLB/State accountability student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
  - host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title 1 program about the school's Title 1 funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
  - schedule additional parent meetings (e.g. quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
  - translate all critical school documents and provide interpretation during meetings and events as needed.
- 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.

□

**PS/MS 47 is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and our families. PS/MS 47 staff and the parents of students participating in activities and programs funded by Title 1, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments .**

**School Responsibilities:**

- provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and assessments by:
  - . . . . . Supporting home-school relationships and improving communication by:
    - conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- **convening a Title 1 Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of student's participating in the Title 1 program to inform them of the school's Title 1 status and funded programs and their right to be involved.**
- **arranging additional meetings at other flexible times (e.g. morning, evening) and providing (if necessary and funds are available) transportation, childcare or home visits for those parents who cannot attend a regular meeting.**
- **respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education.**
- **ensuring that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;**
- **involving parents in the planning process to review, evaluate and improve the existing Title 1 programs, Parent Involvement Policy and this Compact;**
- **providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and**
- **ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;**

Provide parents reasonable access to staff by:

- **ensuring that staff will have access to interpretation in order to communicate with limited English speaking parents effectively.**
- **notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff members;**
- **arranging opportunities for parents to receive training to volunteer and participate in their child's class,**
- **planning activities for parents during the school year (e.g. Open School Week);**
- **provide general support to parents by:**
- **creating a safe; supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;**
- **assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);**

- **sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;**
- **supporting parental involvement activities as requested by parents; and**
- **ensuring that the Title 1 funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;**
- **advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title 1 requirement for Elementary Secondary Education Act (ESEA) and Title 1 programs;**

Parent/Guardian Responsibilities:

- **monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;**
- **ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;**
- **check and assist my child in completing homework tasks, when necessary;**
- **read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)**
- **set limits to the amount of time my child watches television or plays video games;**
- **promote positive use of extracurricular time such as, extended day learning opportunities, clubs team sports and/or quality family time;**
- **encourage my child to follow school rules and regulations and discuss this compact with my child;**
- **volunteer in my child’s school or assist from my home as time permits;**
- **participate, as appropriate, in the decisions relating to my child’s education. I will also;**
- **communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices from the school or district;**

- **respond to surveys, feedback forms and notices when requested;**
- **become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;**
- **participate in or request training by the school, district, central and/or State Education Department; learn more about teaching and learning strategies whenever possible;**
- **take part in the school's Parent Association or serve to the extent possible on advisory groups (e.g. school or district Title 1 Parent Advisory Councils, School or District Leadership Teams; and**
- **share responsibility for the improved academic achievement of my child;**

Student Responsibilities:

- **Attend school regularly and arrive on time;**
- **Complete my homework and submit all assignments on time;**
- **Follow the school rules and be responsible for my actions;**
- **Show respect for myself, other people and property;**
- **Try to resolve disagreements or conflicts peacefully; and**
- **Always try my best to learn**

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

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



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

An analysis of all available hard and soft data by grade conducted by teams of teachers and administrators will take place to identify strengths and weaknesses. Instructional strategies that are scientifically-based will be implemented to meet the needs of the children.

The comprehensive needs assessment activities we conducted in order to design an effective educational program include the following:

- **Questionnaire for parents and staff members**
- **Surveys**
- **Feedback from Academic Expectation meetings**
- **Conversations with SLT, PA Meetings**
- **Quality Review feedback**
- **Meetings with staff and parents on the Progress Report**
- **Feedback from Kindergarten Academic Expectation Orientation meeting, and 7<sup>th</sup> and 8<sup>th</sup> Grade Orientation**
- **Environmental survey-meeting**

Schoolwide reform strategies that :

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

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

Differentiated interventions will be used and matched to the needs of the children. Use of technology programs such as Achieve 3000 will offer individual opportunities for children to achieve academic success. The speech teacher, and IEP teacher will attend professional development sessions and turn key for all staff members.

3. Instruction by highly qualified staff.

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

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

Principal in collaboration with the CFN 309's Personnel Manager and 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 Department.

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

**Workshops will be centered on educational concerns and health care. The Guidance Counselor and SAPIS worker will provide workshops.**

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 a smooth transition, 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 PreKs and Special Education PreSchools as follows:**

Ongoing Communication for Staff

- **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**
- **PreK teacher will develop a list of competencies/skills that PreK children will come away with when they complete the year and beginning Kindergarten. This list of competencies/skills will be passed on to the Kindergarten teacher for use in making curriculum decisions. The PreK standards will also be shared with the Kindergarten staff teacher.**
- **Share Department of Education curriculum and standards for Kindergarten with Social Worker and PreK teacher 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 PreK children with a summer package that includes transition activities**
- **Encourage children to ask questions about Kindergarten**
- **Organize a PreK 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 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 assistant and parent coordinators that can translate the information during the meeting.**
- **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.)**

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.

**Through faculty and grade conferences teachers will be provided the opportunity to analyze data and reflect on instructional strategies being used and how to refine them to meet achievement of individual students. Staff will be invited to PPT meetings to discuss academic, social and emotional concerns regarding individual students. Surveys will be developed to assess current programs and strategies used. All teachers are members of Inquiry Teams where they study student work and develop appropriate strategies for enrichment and remediation based on need.**

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards

- **Extended Time, two 50 minute sessions will take place for those identified “at-risk” students**
- **Reduce class size in grades 1-3**
- **Support of trained Reading Recovery teacher**
- **“At-risk” guidance sessions**

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.

**The following funding sources will be consolidated as part of the school’s SWP program; School-wide program in support of the school’s educational plan include: Title1, C4e, Tax Levy, Early Grade Class Size Reduction, Professional Development, IDEA.**

**Coordination of the above will allow us to supplement the school’s SWP focus on Literacy and Math. This will enable the school to support all students with services in reading and mathematics, and technology by providing additional small group instruction, provide additional support for “at-risk” children and enhance our technology program. Supplemental materials will be purchased to further support and assist in remediation.**

2. Schoolwide reform strategies that:

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

Differentiated instruction will be provided for all classes so that students will have many opportunities to attain the skills necessary to meet the State's proficient and advanced level of achievement. Small group instruction will be provided to at risk students during AIS periods (teacher professional periods). Achieve 3000, a web based individualized literacy instruction program will be used with students in grades 5-8, and the third 12:1:1 class.

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.

Extended day opportunities are available twice a week where students are given small group instruction to meet their needs on their instructional level. Students are also given the opportunity to attend before- and after-school programs such as computer club, chess club, chorus, and cross country track.

o Help provide an enriched and accelerated curriculum.

Use of technology programs, RAZ Kids, Achieve 3000, etc will offer individual opportunities for students to achieve academic success. The infusion of CORE Knowledge in grades PK- 6 will enrich the academic program. Regents Math classes and the Stock Market Game will be offered to 8th grade students, accelerating the Math program.

o Meet the educational needs of historically underserved populations.

Our ELL and Special Education students benefit from intense small group instruction tailored to their needs. Counseling, speech, OT, PT, APE, and SETSS are available on an as needed basis as well as for mandated IEP students.

Reduced class size, lunch and learns and after school programs will provide academic opportunities to meet the needs of historically underserved populations.

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

Our Guidance Counselor and Social Worker are available for at risk intervention as needed. Our partnership with the NYS Court Officers Choice and Consequences program as well as our SAPIS counselor provide additional support.

The Speech teacher, IEP teacher, classroom teachers and clusters will attend professional development sessions provided by the network and outside agencies and turn key information gained for all staff members.

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

The new Common Core Standards are being studied by a small group of teachers who are then providing professional development to the remainder of the staff.

All state standards are addressed in lessons taught and projects assigned.

3. Instruction by highly qualified staff.

Currently, all teachers at PS/MS 47Q are highly qualified. Going forward, wherever possible, all recruited teachers will be appropriately certified. Where they are not, we will monitor their progress through principal counseling, administrator support and Teacher Center technical assistance.

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.

Principal in collaboration with the ISCs Personnel Manager and 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 Department.

Principal in collaboration with the ISC's Personnel Manager and Liaisons work 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.

Workshops will be centered on educational concerns and health care. The Guidance Counselor and SAPIS worker will provide workshop.

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 transition, 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 PreKs and Special Education PreSchools as follows:

Ongoing Communication for Staff

- **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**

- **PreK teacher will develop a list of competencies/skills that PreK children will come away with when they complete the year and beginning Kindergarten. This list of competencies/skills will be passed on to the Kindergarten teacher for use in making curriculum decisions. The PreK standards will also be shared with the Kindergarten staff teacher.**
- **Share Department of Education curriculum and standards for Kindergarten with Social Worker and PreK teacher 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 PreK children with a summer package that includes transition activities**
- **Encourage children to ask questions about Kindergarten**
- **Organize a PreK 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 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 assistant and parent coordinators that can translate the information during the meeting.**
- **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.)**

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.



Through faculty and grade conferences teachers will be provided the opportunity to analyze data and reflect on instructional strategies being used and how to refine them to meet achievement of individual students. Staff will be invited to PPT meetings to discuss academic, social and emotional concerns regarding individual students. Surveys will be developed to assess current programs and strategies used.

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



- **Extended Time, three 50 minute sessions will take place for those identified “at-risk” students**
- **Reduce class size in grades 1-3**
- **Support of trained Reading Recovery teacher**

· **“At-risk” guidance sessions**

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.



The following funding sources will be consolidated as part of the school’s SWP program; School-wide program in support of the school’s educational plan include: Title1, C4e, Tax Levy, Early Grade Class Size Reduction, Professional Development, IDEA. Coordination of the above will allow us to supplement the school’s SWP focus on Literacy and Math. This will enable the school to support all students with services in reading and mathematics, and technology by providing additional small group instruction, provide additional support for “at-risk” children and enhance our technology program. Supplemental materials will be purchased to further support and assist in remediation.

**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" <sup>1</sup> 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 <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Check(x)	Page#(s)
		Yes	No	N/A				

<sup>1</sup>**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.

<sup>2</sup>**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.

N/A

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

N/A

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;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

## **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>

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### **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.)  
0
2. Please describe the services you are planning to provide to the STH population.

### **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).  
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 N/A

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

N/A



# **CEP RELATED ATTACHMENTS**

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

File Name - 28\_27Q047\_020111-120802.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 <b>CFN 309</b>	District <b>27</b>	School Number <b>47</b>	School Name <b>Chris Galas</b>
Principal <b>Janet Donohue</b>		Assistant Principal <b>Ann Moynagh</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Joanne Skier</b>		Guidance Counselor <b>Bridgette Edwards</b>	
Teacher/Subject Area <b>Donna Maffia</b>		Parent <b>Jayne Galimi</b>	
Teacher/Subject Area <b>Jeannine Stathis</b>		Parent Coordinator <b>Eilene Hanning</b>	
Related Service Provider <b>Deana Folchetti</b>		Other <b>N/A</b>	
Network Leader <b>Patricia Tubridy</b>		Other <b>N/A</b>	

#### 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	<b>0</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>1</b>

#### C. School Demographics

Total Number of Students in School	<b>246</b>	Total Number of ELLs	<b>3</b>	ELLs as Share of Total Student Population (%)	<b>1.22%</b>
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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.

Upon registration to our school community, a parent or legal guardian, is asked to complete the Home Language Identification Survey (HLIS) which is translated in nine languages. This process formally identifies potential English Language Learners(ELL's) by establishing the language the child speaks at home. Once identified, Mrs. Rosemary Witkowski, the secretary, notifies Joanne Skier (the ELL and test coordinator) or The Assistant Principal, Ann Moynagh, and an attentive, informal oral interview is conducted, in English, with the parent or guardian. If necessary, a formal interview is then conducted with the potential ELL to determine Language Assessment Battery-Revised(LAB-R) eligibility. The LAB-R , in turn, establishes English proficiency. When necessary, several in-school staff members fluent in other languages, including, but not limited to, Spanish, German and Polish, provide parental translation. When translators are not available within the building the translation hotline is contacted. Transfer ELL students are identified upon arrival through biographical and test histories provided by Mrs. Witkowski (secretary) and when necessary contact is made to the former school. If the interview procedure indicates that the student is eligible for testing, Mrs. Skier, (ELL and test coordinator), administers the LAB-R. She is a fully licensed teacher and holds a Masters Degree of Science in Reading. After immediate scoring of the LAB-R the student is either deemed eligible for ELL services or English proficient. Students whose primary language is Spanish and score at or below proficiency on the LAB-R are administered the Spanish LAB-R. Those students in need of services are immediately placed in an ELL program and parent contact is made. ELL instruction and test preparation are driven by careful data analysis and examination of student achievement on the LAB-R, ELL interim assessments and The New York State English as a Second Language Achievement Test(NYSESLAT). The NYSESLAT is administered annually in the spring to every ELL in the building. This test determines whether or not the ELL will qualify for continuation of ELL services. These scores are reviewed annually and program content is varied to focus on areas of need and to identify strengths.

In order to meet the needs of the ELL community, prior to the start of the school year, identified parents/guardians of ELL children, are welcomed by the Parent Coordinator and allowed to tour the building and facilities. The Parent Survey and Program Choice forms are reviewed and discussed. Parents are informed of the three choices in programs, Transitional Bilingual Education, Dual Language programs and Freestanding English as a Second Language programs. Parents are invited to open houses through mailings to their homes and if necessary, native language translators are contacted. Parent workshops are conducted, in conjunction with the Parent Coordinator, multiple times throughout the year as necessary. A Parent Orientation meeting is held annually in September, within the first ten days of identification as an ELL, and several times throughout the year, for new and continuing students. The orientation video is shown and parents are informed of all placement choices. During the orientation meeting, the Parent Survey and Program Selection forms are again distributed, discussed, completed and collected and kept on file. Native language translators may be contacted. When parents are not present at the meeting, all forms and entitlement letters are distributed to the student and returned and collected the following day. Phone calls are made to ensure that parents are aware of letters being sent home. If other attempts have not been successful, Survey Forms are completed during Parent-Teacher Conferences. All forms are kept on file within the building. Within our school community parental choice has indicated that a freestanding ESL model is the preferred placement. Over the past several years, we have had only four new General Education(Gen Ed) ELL students. In each instance, the ELL team, consisting of Mrs. Moynagh(AP), Janet Donohue(P) Joanne Skier(ELL), Bridgette Edwards(Guidance), Jeannine Stathis(Gen Ed), and Deana Folchetti(Individualized Education Plan Teacher), carefully reviewed the parental choice forms and found that the preferred program choice has always been freestanding ESL. All four students chose Freestanding ESL. A Transitional Bilingual Education program or a Dual Language program has not been indicated as a parental choice thus far. All information about our school ELL community is collected using the Bilingual Education Student Information Survey(BESIS). Our building is in alignment with parental requests offering a Freestanding ESL model.

# 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	0	2	2											4
<b>Total</b>	0	2	2	0	0	0	0	0	0	0	0	0	0	4

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3		1	0		0				3
<b>Total</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

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

## C. Home Language Breakdown and ELL Programs

### Transitional Bilingual Education

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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
<b>TOTAL</b>	<b>0</b>													

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
---	------------------------------------

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			0	1										1
Chinese														0
Russian														0
Bengali			0	0										0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1	1											2
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>3</b>								

## 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.

P.S. 47Q is implementing a push-in/pull-out, freestanding English as a Second Language program model, classes are heterogeneously grouped, and alignment with the eight principles is insured. The ELL population of PS 47 consists of only three students, two General Ed and one special needs. One second grade, special ed ELL tested out in the Spring of 2010 as English proficient on the NYSESLAT. He will

continue to be monitored and receive ELL test accommodations for state exams. Of the other three ELL's currently in our building, only two students are serviced by the ELL teacher, one has been x coded and is being served as per her IEP. The special needs student is a third grader; her home language is Spanish (x coded). Students identified as special needs receive instruction in accordance with their IEP goals. Our General Ed students are in first grade and second grade; their home languages are Romanian and Thai. Due to the very small population of serviced ELLs in our building (2), ELL services are provided by a fully licensed K - 12 Reading teacher, who has received mandated ESL professional development, as well as completed college coursework in ESL instruction. She holds a Master of Science Degree in Reading. In planning for ELL instruction all applicable subgroups (including: SIFE, newcomers, long term ELLs and special needs students) receive three hundred and sixty minutes(360) or one hundred eighty minutes(180) of instruction, respectively, as mandated in CR Part 154. A push-in/pull out model is implemented, so that fifty percent of instructional time is provided by the ESL teacher in collaboration with the classroom teacher, to differentiate instruction in major subjects areas; and fifty percent is spent on direct small group instruction in English acquisition skills and activities. Performance tasks are designed in accordance with NYS Standards with a focus on academic rigor. ELLs receive differentiated classwork and this is reflected in separate work folders. Scaffolding techniques, visual aids and technology are all used to increase language base and encourage student participation. Prior knowledge is used as a building block for complex content area instruction. Content area materials used for our ELL population include Getting Ready for NYSESLAT and Beyond, The Harcourt/Brace Reading Series, Foundations, and Empire State NYSESLAT by Continental Press. Bilingual and picture dictionaries are used to support Native Language. ELL students are given AIS instructional support and participate in extended day activities. Although there are no SIFE students within our population at this time, students identified as such, would be evaluated upon entering the building. A careful review of student records and test data would be conducted. Contact would be made to parents/guardians and the student's former NYC public school. Running records and/or formal QRI assessments and verbal interviews with the student would be used to obtain necessary information about the student's knowledge of English. Instructional scaffolding is a main form of academic development. This includes modeling, walk through and interaction providing students with clear examples for task completion. Bridging between concepts and language

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

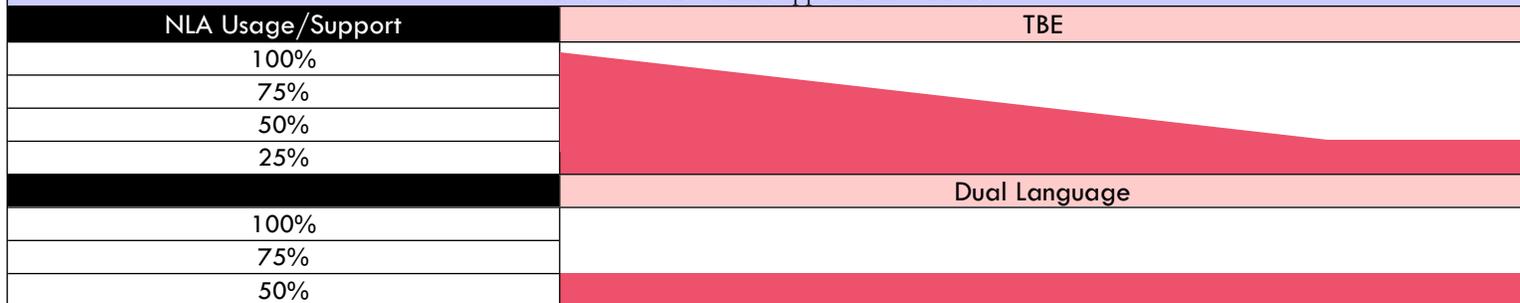
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. Programming and Scheduling Information--Continued

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

occurs when students activate prior knowledge through anticipation guides and links to personal experiences. Contextualizing new concepts with manipulatives and graphic representations builds deep understanding of language. Schema building is used to bridge previous knowledge with new material. This is presented in the form of lecture and or advanced organizers. Text Re-presentation is used to transform concepts from one genre to another, for instance, taking new science concepts and creating a play or friendly letter, therefore making the text more accessible. Students are engaged in metacognitive activities in which they step beyond the experiences and can actively reflect on their learning.

### C. Schools with Dual Language Programs

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

N/A

#### D. Professional Development and Support for School Staff

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

Professional development is provided for all classroom and special ed teachers, administrators, guidance counselors, paraprofessionals and other service providers during grade conferences and staff development workshops as part of the fifty minute professional development period adopted by our School Based Option. A minimum of 7.5 hours of training in ESL methodologies is achieved. Agendas and sign-in sheets are kept on file. Information on instructional methodologies learned from monthly ELL meetings is turn keyed on a continuous basis. Scaffolding and Think Pair Share techniques are demonstrated for classroom teachers. Teachers have also been trained to use Renzulli Computer Learning, a program designed around the needs assessment of the individual ELL student and in Achieve 3000. Personal profiles are used to create individual learning tasks based on the student's own learning styles and profile. After school workshops are offered to all staff on a monthly basis. Recent Professional developments included training to use E-chalk and Smart board tools. The Echalk program recently purchased by the school provides second language support and individual activities for the ELL. Quality Teaching for English Language Learners(QTEL) a researched based professional development firm is used for support and training for all staff.

#### 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?

An orientation workshop for parents of LEP students takes place in September to apprise parents of instructional data, instructional time and standards for student achievement. The administration, our ELL coordinator and our Parent Coordinator conduct the meeting. Parents are distributed information on interim assessment data, NYSESLAT data, and view a video on parental choices available within the school community. Throughout the year, the ELL teacher and Parent Coordinator continue to provide informational meetings. If necessary, several staff members are fluent in other languages and translation is provided. At current we have only two ELL students receiving services and the parents all speak fluent English. At the orientation meeting, all handouts and videos were presented in several different languages. Prior to the school year several translated versions of the HLIS were obtained for use if necessary.

## 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)	0	1												1
Intermediate(I)			1	1										2

Advanced (A)															0
Total	0	1	1	1	0	0	0	0	0	0	0	0	0	0	3

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

**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.

ELL instruction and test preparation is driven by careful data analysis and examination of student achievement on the LAB-R, ELL interim assessments, classroom tests and NYSESLAT. The ELL population of PS 47 consists of only three students, two General Ed and one special needs. One second grade special ed ELL tested out in the Spring of 2010 as proficient in English on the NYSESLAT. He will continue to be monitored and receive ELL test accommodations for state exams. Of the other three ELL's currently in our building, only two students are serviced by the ELL teacher, one has been x coded and is being served as per her IEP. The special needs student is a third grader; her home language is Spanish (x coded). Our General Ed students are in first and second grade; their home languages are Romanian and Thai. Information obtained through 2010 NYSESLAT analysis indicates that our one Bengali-speaking student, from last year, is now proficient in both speaking and listening and reading and writing, progressing from advanced and proficient, respectively. Therefore, instruction will continue, with monitoring, within his classroom setting to insure gains. Our one Spanish-speaking student has progressed from intermediate to proficient in speaking and listening, and maintained intermediate in reading and writing. Instruction will be on going, as per her IEP, in all four modalities. Overall, our special needs population has achieved significant gains, moving into the next proficiency level over the course of the year. Within the General Ed population our one Thai-speaking child's NYSESLAT scores placed him at an advanced level in speaking and listening and an intermediate level in reading and writing. Overall he is intermediate progressing from beginner on his Lab-R in the previous year. Our one Romanian-speaking student scored advanced in speaking and listening and beginner in reading and writing. He has made significant gains from his score of "0" on his Lab-R in the previous year. Our students are also tested with the Early Childhood Literacy Assessment System(ECLAS2). This measures reading and writing, spelling and listening proficiency. Analysis of the data shows that both General Ed. students are one half a year below their English speaking counterparts in reading and writing but have continued to make significant strides towards the reading and writing and listening standards. Instruction for both students will be focused on strengthening speaking and listening skills and building skills in reading and writing. All students receive classroom instruction aligned with the Core Knowledge Curriculum. Procedures are modified for ELLs accordingly to scaffold instruction. This includes picture dictionaries, word charts, and graphic organizers.

**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		10/5/10
	Assistant Principal		10/5/10
	Parent Coordinator		10/5/10
	ESL Teacher		10/5/10
	Parent		10/5/10
	Teacher/Subject Area		10/5/10
	Teacher/Subject Area		10/5/10
	Coach		
	Coach		
	Guidance Counselor		10/5/10
	Network Leader		
	Other		10/05/10
	Other		
	Other		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 047 Chris Galas					
<b>District:</b>	27	<b>DBN:</b>	27Q047	<b>School</b>		342700010047

**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				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	24	19	27		93.6	94.0	94.5
Kindergarten	23	29	23				
Grade 1	34	23	26	<b>Student Stability - % of Enrollment:</b>			
Grade 2	21	37	22	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	29	22	37		96.5	96.1	98.2
Grade 4	25	25	21				
Grade 5	28	24	27	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	23	24	15	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	19	20	24		44.6	48.9	48.9
Grade 8	29	19	20				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	0	0
Grade 12	0	0	0				
Ungraded	0	1	4	<b>Recent Immigrants - Total Number:</b>			
Total	255	243	246	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	8	9	9	Principal Suspensions	2	2	3
# in Collaborative Team Teaching (CTT) Classes	8	7	5	Superintendent Suspensions	0	0	1
Number all others	29	33	36				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	20	19	20
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	9	3
# receiving ESL services only	1	3	TBD				
# ELLs with IEPs	2	2	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	4	1	6

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
	1	2	2	% fully licensed & permanently assigned to this school	95.0	89.5	100.0
				% more than 2 years teaching in this school	85.0	73.7	85.0
				% more than 5 years teaching anywhere	70.0	57.9	70.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	95.0	95.0
American Indian or Alaska Native	0.8	0.0	0.4	% core classes taught by "highly qualified" teachers	100.0	100.0	92.0
Black or African American	6.3	4.9	4.9				
Hispanic or Latino	8.6	6.6	9.3				
Asian or Native Hawaiian/Other Pacific	2.4	2.5	2.4				
White	82.0	86.0	82.9				
Male	48.2	49.4	46.7				
Female	51.8	50.6	53.3				

**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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>3</b>	<b>3</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					WD
<b>Overall Score:</b>	73	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					WD
School Environment:	13.1	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	14	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	44.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 27Q047**

*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:	0	\$87,331.	\$87,331.
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	\$873	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4,366.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$8,773.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
\_\_\_\_100%\_\_\_\_\_

6. If the percentage of high quality teachers during 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.

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will insure effective involvement of parents and community in our school. Therefore PS/MS 47 (in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act.), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS/MS 47 will support parents and families of Title I students by:

1. **providing materials and training to help parents work with their children to improve their achievement level (e.g. literacy, math and use of technology);**
  2. **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
  3. **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
4. **providing assistance to parents in understanding City, State and Federal standards and assessments;**
5. **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.**
6. **providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.**

PS/MS 47 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title 1 program. This information will be maintained by the school.

In developing the PS/MS 47 Title 1 Parent Involvement Policy, parents of Title 1 participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title 1 Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS/MS 47 will:

- **actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title 1 program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title 1 Parent Involvement Policy and School-Parent Compact;**
- **engage parents in discussion and decisions regarding the required Title 1 setaside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;**
- **ensure that the Title 1 funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;**
- **support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title 1 Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;**
- **maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);**
- **conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, literacy, assessing community and support services; and technology training to build parents' capacity to help their children at home;**
- **provide opportunities for parents to help them understand the accountability system (e.g. NCLB/State accountability student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)**
- **host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title 1 program about the school's Title 1 funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;**
- **schedule additional parent meetings (e.g. quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;**

- translate all critical school documents and provide interpretation during meetings and events as needed.
- 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**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.

**PS/MS 47 is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and our families. PS/MS 47 staff and the parents of students participating in activities and programs funded by Title 1, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.**

**School Responsibilities:**

- provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and assessments by:
  - . . . . . Supporting home-school relationships and improving communication by:
    - conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title 1 Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title 1 program to inform them of the school's Title 1 status and funded programs and their right to be involved.
- arranging additional meetings at other flexible times (e.g. morning, evening) and providing (if necessary and funds are available) transportation, childcare or home visits for those parents who cannot attend a regular meeting.

- **respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education.**
- **ensuring that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;**
- **involving parents in the planning process to review, evaluate and improve the existing Title 1 programs, Parent Involvement Policy and this Compact;**
- **providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and**
- **ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;**

Provide parents reasonable access to staff by:

- **ensuring that staff will have access to interpretation in order to communicate with limited English speaking parents effectively.**
- **notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff members;**
- **arranging opportunities for parents to receive training to volunteer and participate in their child's class,**
- **planning activities for parents during the school year (e.g. Open School Week);**
- **provide general support to parents by:**
- **creating a safe; supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;**
- **assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);**

- **sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;**
- **supporting parental involvement activities as requested by parents; and**
- **ensuring that the Title 1 funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;**
- **advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title 1 requirement for Elementary Secondary Education Act (ESEA) and Title 1 programs;**

Parent/Guardian Responsibilities:

- **monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;**
- **ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;**
- **check and assist my child in completing homework tasks, when necessary;**
- **read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)**
- **set limits to the amount of time my child watches television or plays video games;**
- **promote positive use of extracurricular time such as, extended day learning opportunities, clubs team sports and/or quality family time;**
- **encourage my child to follow school rules and regulations and discuss this compact with my child;**
- **volunteer in my child's school or assist from my home as time permits;**
- **participate, as appropriate, in the decisions relating to my child's education. I will also;**

- **communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices from the school or district;**
- **respond to surveys, feedback forms and notices when requested;**
- **become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;**
- **participate in or request training by the school, district, central and/or State Education Department; learn more about teaching and learning strategies whenever possible;**
- **take part in the school's Parent Association or serve to the extent possible on advisory groups (e.g. school or district Title 1 Parent Advisory Councils, School or District Leadership Teams; and**
- **share responsibility for the improved academic achievement of my child;**

Student Responsibilities:

- **Attend school regularly and arrive on time;**
- **Complete my homework and submit all assignments on time;**
- **Follow the school rules and be responsible for my actions;**
- **Show respect for myself, other people and property;**
- **Try to resolve disagreements or conflicts peacefully; and**
- **Always try my best to learn**

## 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.

An analysis of all available hard and soft data by grade conducted by teams of teachers and administrators will take place to identify strengths and weaknesses. Instructional strategies that are scientifically-based will be implemented to meet the needs of the children.

The comprehensive needs assessment activities we conducted in order to design an effective educational program include the following:

- **Questionnaire for parents and staff members**
- **Surveys**
- **Feedback from Academic Expectation meetings**
- **Conversations with SLT, PA Meetings**
- **Quality Review feedback**
- **Meetings with staff and parents on the Progress Report**
- **Feedback from Kindergarten Academic Expectation Orientation meeting, and 7<sup>th</sup> and 8<sup>th</sup> Grade Orientation**
- **Environmental survey-meeting**

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.

Differentiated interventions will be used and matched to the needs of the children. Use of technology programs such as Achieve 3000 will offer individual opportunities for children to achieve academic success. The speech teacher, and IEP teacher will attend professional development sessions and turn key for all staff members.

3. Instruction by highly qualified staff.

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

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.

Principal in collaboration with the CFN 309's Personnel Manager and 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 Department.

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

**Workshops will be centered on educational concerns and health care. The Guidance Counselor and SAPIS worker will provide workshops.**

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 a smooth transition, 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 PreKs and Special Education PreSchools as follows:**

#### Ongoing Communication for Staff

- **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**
- **PreK teacher will develop a list of competencies/skills that PreK children will come away with when they complete the year and beginning Kindergarten. This list of competencies/skills will be passed on to the Kindergarten teacher for use in making curriculum decisions. The PreK standards will also be shared with the Kindergarten staff teacher.**
- **Share Department of Education curriculum and standards for Kindergarten with Social Worker and PreK teacher 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 PreK children with a summer package that includes transition activities**
- **Encourage children to ask questions about Kindergarten**
- **Organize a PreK 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 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 assistant and parent coordinators that can translate the information during the meeting.**

- **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.)**

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.

Through faculty and grade conferences teachers will be provided the opportunity to analyze data and reflect on instructional strategies being used and how to refine them to meet achievement of individual students. Staff will be invited to PPT meetings to discuss academic, social and emotional concerns regarding individual students. Surveys will be developed to assess current programs and strategies used.

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

- **Extended Time, three 50 minute sessions will take place for those identified “at-risk” students**
- **Reduce class size in grades 1-3**
- **Support of trained Reading Recovery teacher**
- **“At-risk” guidance sessions**

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.

The following funding sources will be consolidated as part of the school's SWP program; School-wide program in support of the school's educational plan include: Title I, C4e, Tax Levy, Early Grade Class Size Reduction, Professional Development, IDEA. Coordination of the above will allow us to supplement the school's SWP focus on Literacy and Math. This will enable the school to support all students with services in reading and mathematics, and technology by providing additional small group instruction, provide additional support for “at-risk” children and enhance our technology program. Supplemental materials will be purchased to further support and assist in remediation.

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

### **Explanation/Background:**

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

### **Explanation/Background:**

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

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

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

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

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

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

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

Program Name	Fund Source	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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<sup>1</sup> **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.

<sup>2</sup> **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

	<i>(i.e., Federal, State, or Local)</i>	<b>in the Schoolwide Program (✓)</b>			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal	X			\$86,458	X	12-20
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal						
Tax Levy	Local	X			\$961.062	X	12-20

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- 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.

