



P.S. 082 HAMMOND

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 082 HAMMOND
ADDRESS: 88-02 144 STREET
TELEPHONE: 718-526-4139
FAX: 718-297-0290

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342800010082 **SCHOOL NAME:** P.S. 082 Hammond

SCHOOL ADDRESS: 88-02 144 STREET, QUEENS, NY, 11435

SCHOOL TELEPHONE: 718-526-4139 **FAX:** 718-297-0290

SCHOOL CONTACT PERSON: Dr. ANGELA BOYKIN **EMAIL ADDRESS:** Aboykin@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dr. Angela Boykin

PRINCIPAL: Dr. ANGELA BOYKIN

UFT CHAPTER LEADER: Ms. Heather Goldberg

PARENTS' ASSOCIATION PRESIDENT: Ms. Marilia Quinonez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** CFN - 209

NETWORK LEADER: DANIEL PURUS/MARLENE WILKS/William Manekas

SUPERINTENDENT: JEANNETTE REED

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
Angela Boykin	Principal	
Heather Goldberg	UFT Chapter Leader	Comments: I approve
Marilia Quinonez	PA/PTA President or Designated Co-President	Comments: I approve
Sandra Perez	PA/PTA President or Designated Co-President	Comments: I approve
Luisa Guaman	Parent	Comments: I approve
Christine Ganz	UFT Member	Comments: I approve

* 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.

Our vision is to provide maximum educational opportunities for all children at P.S. 82 Queens. We strive to improve the quality of teaching and learning while encouraging an understanding of mutual respect for the diversity of our school community. We envision a learning environment that nurtures children and families, maximizes opportunities for individual growth, and encourages mutual involvement, responsibility, and accountability of the school, the home, and the community.

We are a diverse educational community, and our mission is to help all children reach their potential. We are committed to enlisting the collaborative efforts of students, parents, teachers, supervisors, and community members to ensure excellence in achievement and equity in outcomes for all. Through clear expectations, quality instruction, and a climate that promotes a love of learning; we will help all children to reach the highest standards.

P.S. 82 Queens services a multi-ethnic community in Jamaica, Queens. The school is located in a densely populated neighborhood comprised of apartment houses and private homes. This school services 632 students in kindergarten through fifth grades. We are an overcrowded school working at approximately 120% over capacity. As a result, our kindergarten and three of our special education classes are housed at an Annex located one mile from our main building. The majority of our students and their families are newly arrived immigrants from Central and South America, the Caribbean, Guyana, and Asia. The vast majority of our students come from low-income homes, which has enabled P.S. 82 Queens to be classified as a Title I and Universal Meal Program school. The Universal Meal Program entitles all our students in the main building to be eligible for free lunch. Our school is very well maintained and barrier-free. In both the main building and the Annex, student work is displayed for the school community and visitors to view.

According to the most recent available ethnic data, 2.4% of the students are White; 8.4% are Black; 50.1% are Hispanic; 39.1% are Asian and others. About 11% of the students have Individualized Education Plans (IEPs) and receive services including Special Education Teacher Support Services (SETSS), instruction in self-contained classes, and/or related services such as speech and language, counseling, occupational therapy, physical therapy, and adaptive physical education. Thirty per cent (30%) of our students are English Language Learners (ELLs), with 27% receiving ESL instruction daily. Among these students, the dominant language is Spanish; other languages include but not limited to Hindi, Bengali and Arabic.

We identify students that require academic support services early so that intervention services can begin in September and continue throughout the school year. The school has three Literacy specialists and one Math specialist.

Since 2001, the school has embraced a collaborative relationship with the Queens Community House. This community based organization houses an after school program which, through various

interactive activities, fosters and promotes teamwork, sharing, problem solving, tolerance and cooperation.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 082 Hammond								
District:		28	DBN #:		28Q082	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		36	36	36			93.7	94.2	TBD	
Kindergarten		89	96	92						
Grade 1		94	113	118	Student Stability - % of Enrollment:					
Grade 2		91	97	103	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		87	108	100			90.1	93.98	TBD	
Grade 4		91	84	98						
Grade 5		80	93	80	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			89.2	89.2	95.7	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			8	39	TBD	
Grade 12		0	0	0						
Ungraded		5	0	0	Recent Immigrants - Total Number:					
Total		573	627	627	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							40	65	45	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		38	48	49	Principal Suspensions		0	1	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		1	0	TBD	
Number all others		38	36	24						
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		16	20	20						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	134	147	168	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	2	4	21	Number of Teachers	48	48	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	10	TBD
				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	95.8	97.9	TBD
				% more than 2 years teaching in this school	79.2	85.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	79.2	72.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	94	96	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.8	96.8	TBD
Black or African American	8.4	8.9	10.2				
Hispanic or Latino	50.1	49	53.1				
Asian or Native Hawaiian/Other Pacific Isl.	39.1	38.3	34.9				
White	2.4	3.7	1.4				
Multi-racial							
Male	51	52.5	51.4				
Female	49	47.5	48.6				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	84.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

During the school year 2009/2010, data on student performance was gathered from multiple sources. These sources included formative assessments (Interim Test Assessments and Predictive Test Assessments), Harcourt benchmark assessments, various math assessments, teacher made assessments, review of student portfolios, teacher data reports, New York State School Report Card and the school's Progress Report. We noted that students tended to progress within performance level 3. In comparing the areas of student performance and student progress with our peer and city horizons it was noted that there existed a need to address increasing the number of P.S. 82Q students making at least one year of progress in both reading and math.

Additionally, according to the New York State Accountability Report for 2009/2010, our students with disabilities did not meet their annual yearly progress (AYP) in English Language Arts. This is an area of focus for improvement.

In order to address the above needs, for all students in grades 1 – 5, the 2010/2011 school goals will be centered on improving teachers' small group instruction, improving teachers' ability to match group learning activities to data driven student needs and strengthen teachers' ability to plan as a grade utilizing student data. By focusing on the teachers' instructional practices, it is believed that students' performance will improve and our students with disabilities will make AYP in 2011/2012.

In addition, during 2009/2010 analysis of the quality of work by the inquiry team was reviewed. It was noted that the inquiry team needed to be expanded in order to disseminate information on targeted inquiry students, improve monitoring techniques of said students and improve teachers' ability to analyze and utilize information obtained from the monitoring of these targeted students. Utilizing the data from the Progress Report it was noted that the students within the lowest third were also the students targeted as the inquiry students. It was additionally noted from analysis of data that the school needed to focus on the advancement of academic progress of the students in the content area of math. The instructional team discussed the implications to student progress from the view that grades K - 2 did not have a standardized formative assessment for math in which to monitor student progress in that area.

Therefore, presently there is a need to increase teachers' ability to plan together using data to drive instruction and focus on students' needs. In addition, there is a need to strengthen teachers' ability to formulate small group instruction with engagement activities that address the need of the students. Finally, there is a need to strengthen the math instruction in grades K -2 by instituting a standardized formative assessment that will enable the teachers to monitor student progress and adjust lesson

planning to meet the needs of the students.

Our greatest accomplishments have included:

- P.S. 82 Queens has received an “A” on the New York City Progress Report for 2009 due to steady improvements in ELA and Math assessment scores
- The school’s ability to maintain “good standing” status according to the NCLB/SED and DOE accountability
- Steady improvement in our learning environment survey
- The ability of our school community to work together cooperatively, collaboratively, with collegiality and camaraderie.
- Continued additional credit for academic improvement of our special needs students
- Students in the lowest third continue to make progress in ELA and math
- Movement of the school towards a professional learning community

Aids to our school's continuous improvement include the following:

- Recipient of a RISO A grant that updated the technology in the school. Updates included two smart boards, a 16 and 24 mobile laptop computer carts, two documents cameras, fifteen new desktop computers, new classroom printers and 35 new Dell computers in the computer lab with an additional printer. This new equipment has increased the school's ability to incorporate technology in all curriculum areas within all classrooms. We promote technology with the use of in-class laptops and/or desktops, the mobile lab computers, desktop computers in all Tier II support service classrooms and the new renovated computer lab. It has enhanced the research capabilities, writing and computer skills of our students.
- Acquisition of on-line/web-based programs that support second language learners and struggling readers
- Ability of the staff to be open and receptive to new and/or improved ideas, techniques and teaching methodologies such as incorporation of differentiation of instruction and analyzing data to inform teacher planning and instruction
- Maintaining below cap class sizes in most grades which increases interaction between student/student, and student/teacher. Small class sizes facilitates flexible grouping, stimulates verbal communication among students, and creates an environment conducive for learning
- Early intervention with academic intervention services (Tier II) given to identified at-risk students across grades in both pullout and push-in programs
- Professional development that meets the specific needs of the teachers
- Continuous development of effective progress monitoring of student learning through the analysis of data
- Effective development and growth of lesson planning
- Creating and maintaining time for articulation and lesson planning among the teaching staff, Tier II and support service providers during the school day
- Inquiry Team targets students in lowest third in ELA/math
- Expand the work of the Inquiry Team to include Tier II services providers and classroom teachers on all grades

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 50% of the teachers will be planning lessons as a grade utilizing data and the Common Core Standards to drive instruction and focusing on students' needs.	<input type="checkbox"/> This goal is a result of analyzing the data of student progress utilizing the school's Progress Report and comparing peer and city horizons, teacher instructional practices, student portfolios, benchmark assessments, running records, DIBELS, ITA/Predictive, teacher made assessments, conference/observational notes and formal/informal administration observations. Based upon the analysis of the quantitative and qualitative data, it was concluded that the teachers need to be planning more effective lessons. The most efficient manner to ensure success is to allocate time for the teachers on the grade to meet and plan together.
<input type="checkbox"/> By June 2011, 2% of the student body in grades 3, 4 and 5 will increase academic proficiency through the use of small group instruction as evidenced by the effective analysis of formative and summative assessments and the Common Core Standards.	<input type="checkbox"/> This goal is a direct result of analyzing the instructional practice of the teachers through formal and information observations, school wide learning walks and teacher conversations. It was noted that teachers needed to increase the focus of their small group instruction so that it focuses on the needs of the students within that group. Utilizing the analysis of students' data, teachers can formulate the engagement activities to strengthen the identified skill deficient that pertains to their individual learning needs, help them set short/long term goals and meet the goals that are set.
<input type="checkbox"/> <input type="checkbox"/> By June 2011, 2% of the students in grade 2 will increase math proficiency as evidenced by the results of the ECAM assessment and relative to the Common Core Standards in Math.	<input type="checkbox"/> It was noted that there was a lack of formative assessment for math for grades K -2. A standardized formative assessment would provide a means of measuring student progress in a timely fashion in which modifications to lesson planning and small group instruction is needed at this time. Students' deficiencies can be identified early; focused engagement activities and adjustments to small group instruction can be reviewed and corrected. This will allow students to move to the next grade with a stronger foundation of math skills.

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

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, 50% of the teachers will be planning lessons as a grade utilizing data and the Common Core Standards to drive instruction and focusing on students' needs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Utilizing NYS ELA assessment, student class work, student portfolios, benchmark assessment, running records and teacher conference and observation notes, teachers and coach will identify those students in all grades that display academic performance whether low or high in need of strengthening or enrichment.</p> <p>At the beginning of the school year, create a lesson template from which the teachers can use ongoing to organize the information as lessons are prepared based on the data and professional literature</p> <p>During the school year, provide teachers with in-house and outside professional development to improve their ability to actively communication, foster teamwork, brainstorm ideas and understand data</p> <p>During the school year provide teachers with resources to effectively plan as a collaborative group</p> <p>Administrators will continuously provide constructive criticism to improve the working relationships of the teachers to effect improved and focused instructional practice using data</p>

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • <input type="checkbox"/> Provide professional development by the administration, coach, knowledgeable teachers, Network Specialist and outside vendors that focus on analyzing, synthesizing and evaluating data for 3-5 teachers during grade conferences, faculty conferences and on professional development days • Provide professional development by the administration, coach, knowledgeable teachers, Network Specialist and outside vendors that focuses on small group instruction with differentiated instructional strategies utilizing student data during grade conferences, faculty conferences, during the school day and on professional development days • Grade leaders will meet with administration, coaches and Network Specialist for discussions centered on learning walks, class visitations and small group instruction professional development during the monthly meetings • At the beginning of the school year, provide teachers with the professional literature pertaining to differentiation of instruction, implementation of small group instruction, student group activities/engagement, student involvement and student evaluation • Continuously provide teachers with in-house professional development in the continued analysis of predictive and ITA assessments, running records, benchmark assessments and teacher conference/observational notes for use in adjusting and modifying small groups and small group activities • Ongoing during the school year, provide teachers with data binders and passwords to predictive and ITA assessments and access to online data assessment results (e.g. Acuity) <p><input type="checkbox"/></p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i></p>	<p><input type="checkbox"/></p> <p>Using FSF funding to support outside vendors for professional development for teachers</p> <p>Using FSF funding to support per diem substitutes for teachers to attend professional development</p> <p>Use C4E and stimulus funding to staff literacy coaches</p>

<i>action plan.</i>	Use FSF funding to supply teachers with the professional literature, supplies and classroom resources
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Evidence of data driven small group instruction during formal and informal observations During the school year, schedule conferences with teachers using lesson plans, student conference notes and teacher observational notes to determine how teachers are using data to formulate small groups activities/engagements Monitor student progress on formative and summative assessments after scheduled assessments are given Feedback provided during grade meetings, grade leader monthly meetings and individual and/or group debriefing sessions Observe student interaction during small group activities throughout the school year Differentiation of small group activities as evidenced by teacher lesson planning, teacher interaction with student groups, teacher-led group interactions and analysis of student assessments throughout the school year

Subject Area
(where relevant) :

MATH

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> By June 2011, 2% of the students in grade 2 will increase math proficiency as evidenced by the results of the ECAM assessment and relative to the Common Core Standards in Math.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Provide professional development during grade conference, facility conferences and professional development days by Network Specialist, coaches and administrators</p> <p>Provide time for grade 2 teachers to meet with coaches and Network Specialist during the school day to discuss any issues surrounding the implementation and analysis of results.</p> <p>Provide modeling of assessment implementation for the teachers by the coaches and Network Specialist during the school day</p> <p>Provide observational support during the school day by the coaches and Network Specialist to constructively critique teachers implementation and data analysis</p> <p>During the school day, administrators will observe teachers implementing ECAM and follow up with a debriefing session <input type="checkbox"/></p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Use Title I stimulus funding for per diem coverage for teachers</p> <p>Utilize C4E allocations to pay for literacy coach positions</p> <p>Utilize tax levy stimulus funding for teachers to meet after or before school to discuss ECAM and data analysis</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Based upon the scheduling of ECAM administration, administrators will observe evidence of math planning based on the results of the ECAM</p> <p>Ongoing monitoring by administrators of student progress on teacher made assessment, Harcourt benchmark assessments and Harcourt math unit tests</p> <p>Ongoing conferences with teachers using lesson plans, ECAM results, student conference and observational notes and student work to analyze and monitor student progress in math</p> <p>Informal and formal observations will focus on teacher instruction organized to support the analytical results of the ECAM data for each student, differentiation of math instruction, and teacher/student interaction in small group</p> <p>Ongoing observations of student interaction with other students and increased participation during math instruction</p> <p>Continuous constructive criticism during conferences with teachers as to the administration and utilization of ECAM and ECAM results</p>



REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	28		N/A	N/A				
1	16		N/A	N/A	10			3
2	36		N/A	N/A	10			3
3	10	20	N/A	N/A	6			1
4	40	20	20	20	6			2
5	10	20	20	10	8			3
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> <input type="checkbox"/> Soar to Success is utilized in the Academic Intervention Services program with students in grades 3, 4 and 5. Services are provided in a pull-out program during the school day, with small groups, 52 minutes per day/five days per week. Kaplan Reading is used during the AIS after school program for grades 3, 4 and 5. This intervention is provided as a small group intervention 75 minutes, three days per week from November to May. The Rigby Readers, Early Success and Houghton Mifflin Readers are utilized for ELA intervention for grades 1, 2 and 3 in a pullout program during the school day. Intervention services are provided in a small group setting, 52 minutes per day/five days per week. Jumpstart and Reader's Theatre were used for the ESL Saturday reading program. This intervention was designed as supplemental support specifically for those students who had become eligible (having been in an ESL program for one year and a day) to take the New York State ELA for the first time. The intervention is small group, three hours each Saturday beginning in November and ending the last Saturday before the ELA assessment. Imagine Learning and Soliloquy are language software that is utilized during differentiation of instruction in the classroom, in the AIS program during the school day and in the Saturday program.</p>
Mathematics:	<p><input type="checkbox"/> Kaplan Math is used in the after school program. This is a small group program for grades 3, 4 and 5. It runs from November to May 75 minutes three days per week. Count On It and Harcourt Math Intervention kits are used in the ESL Saturday program for those first time test taking ESL students. The intervention is small group, three hours each Saturday beginning in November and ending the last Saturday before the State Math test. <input type="checkbox"/></p>
Science:	<p><input type="checkbox"/> The science cluster teacher pulls small groups during the AIS periods built into her program. This intervention is for students in grades 3, 4 and 5. It runs for 52 minutes two days per week from November to the end of May. The service is for those students who have been assessed and deemed in need of additional instruction. Additionally a second small group of students are pulled out in an after school science program designed for grade 4 students who have been assessed to require extra help in science. This program runs from November - May 75 minutes per day, three days per week.</p>

Social Studies:	<input type="checkbox"/> The AIS team (Title I teachers) pull small groups of students for this intervention during the school day. The intervention utilizes 52 minutes three days per week beginning in November and ending in May. It is designed to give additional support in this content area for 4th and 5th grade students who have been assessed as needing this instructional support. <input type="checkbox"/>
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The Guidance Counselor provides the students identified by the SBST team and/or teacher recommendation as needing at-risk guidance services. These services are given in individual sessions or in small groups during the school day. The intervention is continued until it is determined by the Guidance Counselor that the student no longer requires the service. Additionally, the Guidance Counselor can recommend that the services be extended to a mandated service (as needed by the student) and a referral can be submitted to the Pupil Personnel Team for further consideration. <input type="checkbox"/>
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> N/A
At-risk Health-related Services:	<input type="checkbox"/> The speech pathologist and SETSS teacher provide at risk services to those students identified by the SBST team and/or teachers as needing speech and SETSS services to evaluate the necessity of the service on a long term basis. They assess targeted students in order to note if speech and SETSS services would be beneficial on a mandated basis for the student's academic success. These students are either seen in groups or individually, for 30 minutes, once or twice a week depending upon the needs of the students for twelve weeks. At the conclusion of that period, a decision is made as to whether the student would benefit from continued at-risk services, submission of a referral or discontinuation of said services.

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)

3-5

Number of Students to be Served:

LEP 65

Non-LEP N/A

Number of Teachers 9

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.

□

The Open Court Program is a research-based program that provides a well-defined plan of systematic, explicit instruction for teaching phonemic awareness, phonics, comprehension, vocabulary acquisition and writing. Open Court is phonics-based and supports the fundamental development of literacy for primary grade students, including ELL and special education children. It provides extensive professional support that is important for continued improvement of instruction and for ongoing professional growth of teachers. The Open Court program offers intensive intervention that provides explicit teacher-directed instruction and gives students additional academic support. This empowers students to become independent and proficient readers, writers, listeners, and speakers, in accordance with the New York State English Language Arts performance-based standards. Houghton Mifflin Moving Into English is utilized by the ESL teachers for grades K - 5 in the free standing ESL program. This program is a research based language acquisition program aligned with the New York State Performance Standards for ESL students in reading, writing, listening and speaking. The program focuses on phonemic awareness, phonics, language exploration, comprehension and fluency. The Harcourt Reading program is used in grades two through five. The program is aligned with the New York State ELA and ELL Standards and meets the criteria for the six dimensions of reading skill including differentiated instruction for ELL students. The foundation is research-based instruction and practice geared towards the learning needs of ELL students. This empowers ELL students to become independent and proficient readers, writers, listeners, and speakers in accordance with the New York State ELL performance-based standards. The Columbia/ Teachers' College Writing Workshop is the writing program utilized in K - 5. The Workshop model differentiates instruction so that ELL students can progress in writing at a pace that meets individual needs. The Houghton Mifflin and Rigby programs are used to provide academic intervention services for those ELL students identified as being at risk. They are used in small instructional groups as supplements to the Harcourt and Open Court programs. The Harcourt Math program is a research-based program aligned with the New York State Mathematics standards and provides students with a hands-on, investigative approach to mathematics which is conducive to ELL learners. The program stresses problem solving and the ability to apply appropriate strategies to such tasks. New York City Science Core Curriculum is used in grades 1 – 5. The Science Core Curriculum is designed to accommodate ELL learners with hands-on activities. Additionally the TRACS Science program is used in Kindergarten and the self-contained grades K-2 which stresses hands-on science investigation while integrating literacy skills.

Our two full time ESL certified teachers, during the pull-out freestanding ESL program have classes with students from grades K-5, who have been identified as entitled to ESL services. Our one full time bilingual certified teacher services one bilingual kindergarten class. In addition, our school has classroom teachers that have been certified in ESL and thus include ESL instructional techniques during regular instructional time. Students' instruction in language acquisition is continued in the general education and special education classrooms utilizing the materials previously listed. The school's language of instruction is English.

Supplementary instructional programs during the school day include Houghton Mifflin (Early Success, Soar to Success, and Leveled Readers), and Rigby (Leveled Readers). These programs are used by reading specialists as a means of early intervention with at risk students including students from our ELL population in grades 1-3. These are also research-based programs that meet the six criteria for effective reading instruction and allow teachers to differentiate their instruction to meet the reading, writing, listening and speaking needs of the ELL students. This technique enables students to become independent and proficient readers, writers, listeners, and speakers.

ESL entitled students receives 360 minutes per week for beginning/intermediate and 180 minutes per week for advanced. These services are provided through two (2) periods of daily ESL instruction for beginning/intermediate students and one (1) period daily for advanced students. ESL services continue from the beginning of school in September to the end of the school year in June. The bilingual kindergarten class follows the requirements of a beginning level transitional bilingual education program at the beginning of the school year. It includes 100 minutes of instruction in native language arts including literacy, 90 minutes of ESL instruction including literacy, 50 minutes of math, 45 minutes of physical education and 45 minutes of science. All students receive two periods of ESL daily and one period of native language arts daily. In the fall the instructional ratio of Spanish to English is 60:40. As the school year progresses the language of instruction changes to 50:50 and then in the spring changes to 25:75. This is the overview of the delivery of instruction. However all through the school year, the teacher plans for small group and individual instructional activities to meet the needs of students. In this way students are given instruction at the level and in the language appropriate to their needs. The ESL teacher meets with the receiving teachers to familiarize them with students and to share instructional strategies to be used with the transitioning student.

Students are chosen for the after school and Saturday supplemental programs based the results of the NYSESLAT assessment, LAB-R, NYS ELA, ECLAS II and student work. A small number of former ELL students are included in the Saturday supplemental program. The supplementary instructional programs promote the improvement of fluency and all other aspects of reading, writing, listening and speaking which are required for ELL students to meet and exceed the New York State performance-based ELA/ELL standards. Additionally, a few students who have tested out of ESL and have been identified as still needing language support can be serviced. The after school program meets three days per week - Tuesdays, Wednesdays and Thursdays for one and one-half hours beginning in January and ending the first week of May. The students for this program are grouped according to grade level in groups of 12 - 15. Students in the after school program range from grades 3 – 5. The Saturday program meets for three hours one day per week beginning in January and ending the first week of May. The students for this program are grouped according to their language skill level in groups of 10. Students in the Saturday program range from grades 3 – 5. Materials for both programs include ELA and Math skills books, Readers Theatre, native language support literature, Leapfrog and Imagine Learning and Soliloquy software.

The Saturday program requires the services of a Supervisor, Principal or Assistant Principal, in order to have someone in authority available during the time the students are in the building. Additionally, the Supervisor has the authority to observe, review teacher lesson plans and provide educational leadership in literacy and math that will support the teachers' instructional practice for ELL students. The after school program uses the supervisory services of the C4E programs which run simultaneously on the same weekdays as the Title III program. The four service providers for the Saturday program include: three certified ESL teachers and one common branch teacher. Two of the teachers are fluent speakers of Spanish. The five service providers for the after school program include: three providers are certified common branch teachers and two teachers are fluent speakers of Spanish as well as certified ESL providers. Since the weekday program runs 1 ½ hours, the two ESL teachers will rotate and flip classes on a 30 min basis, to instruct the students utilizing ESL techniques. Analysis of the formative

assessment results indicates that there is a need for assistance in social studies and math. To this end, we will be strengthening the students' skills in these areas through social studies and math supplemental instruction.

Professional Development Program

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

- The non-ESL certified common branch teachers will be provided with professional development held monthly during the faculty meetings by the ESL staff not working any of the supplemental programs and on staff professional development days scheduled twice a year. The two full time ESL teachers will push in on Fridays during their professional periods to the non-ESL certified common branch teachers on a rotational basis to model ESL instructional techniques in math and social studies.
- Administration will provide the after school and Saturday supplemental program non-ESL common branch and ESL certified common branch teachers with data obtained from the ITA, predictive assessments and reading record logs as well as access to online data assessment results, NYSESLAT, LAB-R, ACUITY and ARIS and provide professional development on data analysis using the professional periods to plan and develop strategies that incorporate ESL techniques based on the needs of the students.
- Provide ongoing professional development on instructional modifications for ESL students to the non-ESL common branch teachers and the ESL certified common branch teachers by the coaches during the school day.
- Provide time for the ESL teachers participating in the supplemental Title III programs to attend the monthly ESL professional development given by the ESL Network Specialist. The content of these workshop sessions will be monitored by the Network Leader to ensure that they are aligned to the goals of my Title III program. They will include skills and strategies for strengthening ESL students' abilities in social studies and math.

Section III. Title III Budget

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School: P.S. 82 Q – The Hammond School

BEDS Code: 342800010082

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must	\$24,793.00	<input type="checkbox"/>

account for fringe benefits) - Per session - Per diem		\$49.89/hr for 5 teachers for 38 days (1 ½ hours- 3 days per week) of after school supplementary instruction. This totals 58 ½ hours. \$49.89/hr for 4 teachers and \$52.21 for 1 supervisor for 14 days (3 hours - 1 day per week) of Saturday supplementary instruction. This totals 42 hours
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,500.00	<input type="checkbox"/> math skills books native language support books ELA skills books
Educational Software (Object Code 199)	\$2,847.00	<input type="checkbox"/> Renew Imagine Learning software package for after school and Saturday program for 18 students
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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



Home language surveys and constant monitoring of data input into ATS is utilized to assess the ever changing scope of languages other than English in the school. Identified as well are small numbers of families speaking several other languages such as Arabic as well as a variety of African dialects.

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



- Assessment of the data indicates that the school community is 87.7% speakers of a language other than English
- To the fullest extent possible, all flyers and notices are sent to parents in multiple languages as well as English.
- The parent coordinator, the guidance counselor and several other staff members are bilingual in Spanish and Bengali.
-

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.



Written translation will be provided for all school notices, letters and flyers. Spanish translations will be done in-house by bilingual staff and in the case of other languages, by parent volunteers or through the use of DOE provided translation services. Notices, flyers, etc. are prepared well in advance so that translations can be arranged in a timely manner.

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.

Spanish interpretation is available for all oral interpretation and is provided in-house by the parent coordinator, the guidance counselor, and several other staff members who are bilingual.

Parent volunteers and other community members provide oral interpretation in Bengali, Hindi and other small language groups.

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>.

Parents will be provided with notification of their rights regarding translation and interpretation services upon registration.

Notices in the required languages will be posted in the main hall indicating the office where a copy of the written notification can be obtained.

The Parent Coordinator's bulletin board located in the main entrance will have notices in a variety of languages informing parents of translation and interpretation services available both in the school and provided by the DOE

The safety plan will contain procedures for ensuring that parents are not prevented from reaching the school's administrative office solely due to language barriers.

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:	441327.00	8030.00	449357
2. Enter the anticipated 1% set-aside for Parent Involvement:	4413.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22066.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	103451.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
99%

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.

At the end of the 2009-2010 school year it was disclosed by NYS Dept of Education that one teacher did not pass the NYS certification test. All teachers are given professional development during faculty conferences, grade meetings, grade leader meetings and on an individual basis. The professional development is delivered by the administration, coaches and outside vendors based upon the needs of the entire staff as well as individual teachers. Teacher need is ascertained through observations, teacher conferences and implementation and execution of the school goals. Activities are designed based upon the needs of the teacher(s) in question. They may include administration/coach lesson

modeling, professional literature study, scheduled conferences, professional critique of student work with discussion, professional video viewing with discussion, assistance with lesson planning and assistance with data analysis.

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

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

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

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

SCHOOL PARENTAL INVOLVEMENT POLICY

I. General Expectations

The Hammond School – P.S. 82 Queens agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

- The Hammond School – P.S. 82 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
 - The members of this team are elected by their constituencies and thus empowered to act on their behalf as well as to report regularly to those constituencies.
 - The school Title I Advisory Committee meets to help develop and plan programs for the school that promote parent involvement.
- The Hammond School – P.S. 82 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - This process involves visiting all areas of the school and participating jointly in the process of self-assessment.
 - This information is consolidated into the School Comprehensive Education Plan.
 - The Comprehensive Education Plan is a “living document” subject to ongoing revision and improvement to meet the needs of the students and the community.
 - The CEP is shared and discussed with parents and faculty members.
- The Hammond School – P.S. 82 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - This survey will be published in Spanish and English to encompass parents of second language students. The data collected in this survey will be used to plan for greater participation by parents in school activities.
 - Translation by the parent coordinator and guidance counselor is available at all meetings. Parental input from this meeting will be used to improve and refine the parental involvement policy.
 - This information will inform modifications and improvements to the plan.
 - Parent workshops will be planned to provide information and activities that parents can use to assist their children at home and to promote improved student performance.
- The Hammond School – P.S. 82 Queens will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Universal Pre-Kindergarten], by: (List activities.)

In September, parent orientation meetings will be held for parents of Pre-Kindergarten students to acquaint parents with the curriculum, the school routines, and the school's personnel including the parent coordinator and the members of the PTA executive board.

The results of the survey will be used to plan parent and parent-child workshops.

Notices and fliers will be distributed in translated versions.

Since parents play an integral role in their children's learning, they will be encouraged to become actively engaged in their children's education at school and to involve themselves in the advisory and (as appropriate) decision making committees at the school.

- The Hammond School – P.S. 82 Queens will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

This survey will be published in Spanish and English to encompass parents of second language students. The data collected in this survey will be used to plan for greater participation by parents in school activities.

Translation by the parent coordinator, guidance counselor, and parent volunteer will be available at all meetings. Parental input from this meeting will be used to improve and refine the parental involvement policy.

This information will inform modifications and improvements to the plan.

- The Hammond School – P.S. 82 Queens will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Workshops at the school will be planned and conducted by teachers, guidance counselor, administrators, and the parent coordinator.

District and regional workshops and activities at the parent support center nearby will be publicized widely and in Spanish as well as English.

Technology workshops will be conducted for parents to familiarize them with the equipment children are using in school and with the resources on the internet.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Faculty and grade meetings devoted to professional development will address ways to develop effective strategies for communicating with parents.

School staff will be provided with the names of available translators among staff and the community who can assist teachers in communicating with parents about their children's progress and about school programs.

The School Leadership Team has had training in the collaborative process and in how to achieve consensus in the planning process.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

The school will maintain communication with any and all programs operating in the school and in the school community in order to coordinate scheduling and to align programs.

Programs in the school and in the community will be publicized to parents in Spanish and English through flyers, newsletters, and at Parent Teacher Association meetings.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

All flyers, notices, and other information are sent to parents in Spanish and English.

Translations into other languages (Bengali, Hindi, Urdu, etc.) are made available through the assistance of parent and community volunteers and through the Department of Education.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by approval of SLT members. This policy was adopted by the Hammond School – P.S. 82 Queens on 6/1/10 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 13, 2010.

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

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

SCHOOL-PARENT COMPACT

The Hammond School – P.S. 82 Queens , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

The Hammond School – P.S. 82 Queens will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

Select and recruit full certified, qualified teachers

Provide ongoing professional development for teachers in all curriculum areas

Allocate funding for a full time staff developer who will provide professional development, model lessons, collate curriculum materials, and plan collaboratively with staff

- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]

At these meetings the Compact will be discussed as it relates to the individual achievement of students; parents will be familiarized with the New York State learning standards as well.

Parent Teacher Association meetings are held monthly and will provide additional opportunities for parents to learn about the Compact.

Parent Teacher Conferences will be conducted on Open School Days and Nights that are scheduled in November and March of each school year.

Each teacher has a daily preparation period during which he/she meets with parents on an individual basis to discuss the Compact as it related to the child's progress.

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]

Report cards are distributed three times a year to all families.

Progress Reports are distributed three times a year for kindergarten and twice a year for grades 1 - 5

Parent Teacher conferences are scheduled twice a year.

Telephone conferences and letters are used to communicate with parents as well.

Teachers use daily preparation periods to confer with parents in person and by telephone.

Notices, flyers, and newsletters in Spanish and English are sent to parents on a regular basis to keep them informed of school events.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]

Teachers are available to confer with parents on a daily basis, as needed, during their daily preparation periods.

There is a full time school guidance counselor available daily to consult with parents.

The principal and assistant principal are available daily.

The school social worker and school psychologist are available two days per week as per budget allocations.

The school has a full time parent coordinator who is available daily to assist parents.

The school has a full time school nurse available for daily consultation.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]

Parents are encouraged to volunteer their services at the school by assisting in classrooms, helping at lunch hours, tutoring students, and accompanying students on class trips.

In addition, parents are welcome to help run book fairs, science fairs, and other school events.

The school has an annual Open School Week, during which time all parents are encouraged to visit classrooms and observe class activities.

The school holds an annual Science Fair that all parents are invited to attend.

Each class prepares and performs an assembly program, and parents are encouraged to attend.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance and lateness.
- Making sure that homework is completed.
- Talking with my child about his/her school activities every day.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revised as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

STUDENT

DATE

DATE

(Please note that signatures are not required)

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 has been conducted. A complete explanation can be found in section IV - Needs Assessment of this Comprehensive Educational Plan

2. Schoolwide reform strategies that:

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

A detailed plan for student academic achievement, is contained in section V – Annual School Goals of this Comprehensive Educational Plan

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.

A detailed plan that includes the goals, methods and instructional strategies planned are contained in section VI – Action Plan of this Comprehensive Educational Plan

o Help provide an enriched and accelerated curriculum.

A detailed plan that includes the goals, methods and instructional strategies planned are contained in section VI – Action Plan of this Comprehensive Educational Plan

o Meet the educational needs of historically underserved populations.

A detailed plan that includes the goals, methods and instructional strategies planned are contained in section VI – Action Plan of this Comprehensive Educational Plan

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.

A detailed plan that includes the goals, methods and instructional strategies planned are contained in section VI – Action Plan of this Comprehensive Educational Plan

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

A detailed plan that includes the goals, methods and instructional strategies planned are contained in section VI – Action Plan of this Comprehensive Educational Plan

3. Instruction by highly qualified staff.

All members of the staff at P.S. 82 Queens are fully licensed and certified

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.

Professional development is conducted monthly at grade meetings, faculty meetings, on professional development days and as scheduled during the school day. Paraprofessionals, pupil services personnel, and other support staff are included in professional development activities where applicable.

Two full time coaches, the Network Specialists, the Network Leader and the administrators work with teachers. The role of the coaches is to demonstrate, to plan collaboratively, to select and acquire appropriate instructional materials, and to turn-key training.

These individuals return to the school in order to conduct turnkey training for the general staff at the regular professional development meetings.

School budget allocations for professional development are used to send staff members for ongoing training and to bring external professional development to the school site.

Parent workshops are conducted to provide parents with strategies to assist their children with schoolwork and to familiarize parents with the school curriculum and the New York State Standards.

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

Strategies employed to attract high-quality highly qualified teachers include:

Administrative support to strengthen teacher's pedagogy

K-2 and 3-5 coach support to assist teachers with instructional practices

Professional development that meets the needs of the teachers

Staff member that work collaboratively for the benefit of all students

Staff members that support the work of the school by sharing good practice

Administrators provide time for grade articulation and planning during the school day

Administrators that provide resources, materials and professional literature to support the work of the teachers

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



We provide ESL and adult literacy classes for parents and community members.

Parent workshops are scheduled throughout the year based on surveys of parents' interests and needs.

Parent Coordinator sponsors workshops in literacy, math, homework, science and NYSESLAT in order to keep parents informed of New York State performance standards, school expectations for students and supply parents with the tools to assist their children at home.

Oral interpretation and translation are provided regularly to increase parent participation.

Activities and services for parents and families at the Parent Support Center (located close by) are publicized regularly.

We are continuously seeking evening activities (e.g. Free Fun Family Night) to promote parental involvement and quality family time together.

PTA meetings are held both in the morning and in the evening to permit greater participation.

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.



Parents of preschool children transitioning to our school are invited to an orientation meeting in June, before the children enter our school. Information about the curriculum, school procedures, and available services is disseminated at this meeting, and parents have the opportunity to meet their children's teachers.

In August, parents of incoming students are mailed information about the kindergarten program, schedules, etc.

In early September, a kindergarten curriculum meeting is held. Teachers discuss with parents the activities and expectations for the year and answer any questions that parents have about school routines, the curriculum, 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.

□

- Teachers are allocated time during the school day to meet regularly to analyze and discuss formative and summative data in order to meet the needs of individual students
- The Academic Intervention Team (Tier II providers) maintains records of each child receiving intervention services and reviews the progress of each student with the classroom teacher. Services are modified according to the tracking data of each student
- Tier II providers meet with administrators and coaches to discuss the progress of their students receiving intervention services
- The Pupil Personnel Team receives and considers referrals by teachers when teachers identify students at risk. Together the PPT discusses all aspects of the child and makes recommendations for intervention and/or services.
- Classroom teachers confer regularly with intervention service providers to improve instruction and student achievement.
- Grade leaders meet once of month to discuss instructional practices as it pertains to student progress

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.

□

- Class profiles are developed by each teacher. At risk students are identified as early as possible, intervention services are instituted and tracked to ensure that no at risk child fails to receive intervention in a timely manner.
- "Red flag" or one page referral forms are used at any time that a teacher notes that a student is experiencing difficulty mastering on-level work. The form contains essential information describing the specific difficulties the student is experiencing and the interventions presently in place. It is discussed with the Academic Intervention Team and with the Pupil Personnel Team to determine the appropriate intervention and to put that intervention in place quickly.
- At risk students are monitored by members of the SBST in order to evaluate the need for additional services

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.

□

- P.S. 82 Q. is a participant in a violence prevention grant, FitnessGram Program and the Leadership Program. The program includes professional development for teachers, in class learning activities for students, and an after-school program for students identified as being at risk. The after-school program is led by the school guidance counselor.
- The school zone includes a NYC shelter for homeless families. We work with the DYO and social worker there to coordinate services to children and their families. Additionally, we coordinate the use of our facility with the DYO and shelter social worker to provide family based activities for the shelter population (e.g. Thanksgiving family dinner)

As a School Wide Program Title I school, our resources (Title I, tax levy funds, C4E funding, Title III, etc.) are consolidated enabling us to coordinate our planning for the delivery of services to students. Academic intervention services are planned in a cohesive manner, and all eligible students are served.



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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For

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

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

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

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

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
 My school is not a Title I Targeted Assistance School.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
 5. Provide instruction by highly qualified teachers;
 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 7. Provide strategies to increase parental involvement; and
 8. Coordinate and integrate Federal, State and local services and programs.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

As of October 2010, P.S. 82Q has four students living in temporary housing.

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

P.S. 82Q is dedicated to the academic achievement of all students. This includes students living in temporary housing. In order to facilitate a positive and constructive learning experience, STH students are given every opportunity to progress. Students are assessed for academic needs. Based upon the needs assessment, at-risk STH students are given Tier I assistance in the classroom. This could include flexible student grouping, one-on-one student/teacher interaction and/or differentiation of instruction. Tier II assistance is the next step based upon the student's need assessment. This includes push-in/pull-out services in a smaller group environment. The Tier II provider focuses instruction on specifically defined areas of need for the student. If the need arises, Tier III intervention can be facilitated for the student and a referral for special needs will be submitted. Throughout this process, parents are kept abreast and aware of the student's needs, services being provided, results of progress monitoring and instructions for assistance that can be given to the student at home by the parents in partnership with the school.

Additionally, support services are available for the students in the form of at-risk guidance counseling, SETSS and/or speech services until such time as it is noted that more formal servicing is required. Busing to and from school is provided. Additionally the school ensures that STH students have the opportunity to go on educational school trips taken by the various grades during the school year. The school also provides supplemental school supplies for STH students as the need arises.

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

CEP RELATED ATTACHMENTS

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

File Name - 28_28Q082_022711-154040.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 CFN 209	District 28	School Number 082	School Name The Hammond School
Principal Dr. Angela Boykin		Assistant Principal Mr. Chris Marino	
Coach Ms. B. Nasello		Coach Ms. S. Palms	
Teacher/Subject Area Ms. M. Tassiello/ESL		Guidance Counselor Ms. R. Wechsler	
Teacher/Subject Area Mr. S. Herman/ESL		Parent Ms. M. Quinones	
Teacher/Subject Area Ms. C. Raio/Grade 3		Parent Coordinator Ms. A. Quintero	
Related Service Provider Ms. S. Klein		Other Mr. R. Cortes/Grade4	
Network Leader Marlene Wilks		Other Ms. A. Morris-Brissett/Grade5	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	35

C. School Demographics

Total Number of Students in School	633	Total Number of ELLs	211	ELLs as Share of Total Student Population (%)	33.33%
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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.

Paste response to questions 1-6 here

1-The process utilized to initially identify students who may be ELLs include administering the Home Language Identification Survey to all incoming parents, orally interviewing the parents in English and in their native language (if a native language speaker is not available, a DOE translator is requested and utilized) during the registration process and after administering the LAB-R. The screening and administration of the LAB-R is done by one of the two certified ESL teachers. In addition, the certified ESL teacher that is fluent in Spanish gives the Spanish Lab-R.

2-At P.S. 82Q the structures that are in place to ensure that parents understand all three program choices (Transitional bilingual Education, Dual Language and Self-contained ESL) and continued throughout the school year are the following:

Parent Orientation Meeting – ongoing (within ten days of a new admit to the NYC public school system) meetings which is offered morning and afternoon to explain and answer questions concerning the program choices with translators (available on site fluent in Spanish, Bengali, Arabic parent volunteer and with utilization of the DOE translators (in Arabic, Urdu and Haitian Creole) as well as translated copies of all letters and brochures explaining all three programs in detail.

Video Presentation - which is presented (as much as possible) in the native languages of the parent community (Spanish, Bengali and Arabic) explaining all parental options.

Parent Survey and Program Selection forms - are given in the native language of the parents and filled out after all orientations. Additionally, the ESL/Bilingual staff and parent coordinator follow up with phone calls and letters to parents concerning understanding and returning the parent survey, program selection forms and attendance at the Parent Orientation Meeting.

The Parent Coordinator and Guidance Counselor along with the bilingual ESL teachers and parent volunteers are present at parent meetings and available at all times to provide translation in Spanish, Bengali and Arabic.

3-Parents are asked to fill out the program selection forms after all orientations. In addition, our ESL/Bilingual staff and parent coordinator follow up with telephone calls and letters to communicate with our parents. Copies of these letters are stored in a file cabinet located in the assistant principal's office which is easily accessible.

4-Early literacy skills assessments utilized for the ELL students include Reading 3D, DIBELS, teacher-made assessments, running records and observational/conference note-taking. The data received from these diagnostic tools is used to assess the degree of language the student possesses, the areas that need to be strengthened and the method appropriate to meet that specific need. The results of the LAB – R and NYSESLAT are used when reviewing and analyzing data to target specific students' needs. Additionally, with the NYSESLAT second language stall can be recognized early and interventions put into place. Student progress can be monitored and tracked using these assessment instruments.

ELL students are monitored and tracked utilizing the NYSESLAT for entry and exit from the ESL program. The testing coordinator (the assistant principal), the ESL teachers and the pupil personnel secretary use ATS to ensure all students are monitored for ELL status, testing accommodations and ESL services.

5-An analysis of the parent survey and program selection forms indicates 90% of parents opt for the monolingual program with free-standing ESL instruction. 100% parents of kindergarten children, however, do opt for a transitional bilingual program (Spanish), and their

children are placed accordingly. The programs offered at P.S. 82 Q are aligned with parent requests. There are 10% of the surveys that we are still in the process of retrieving from the parents.

6-The Program models offered at P.S. 82Q are aligned with the parents' program choices.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	211	Newcomers (ELLs receiving service 0-3 years)	180	Special Education	17
SIFE	3	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	4

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	23									23
Dual Language	0									0
ESL	188									188
Total	211	0	0	0	0	0	0	0	0	211

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23													23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	23	0	23											

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

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

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

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	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	9	28	33	35	27	14								146
Chinese														0
Russian														0
Bengali	4	6	5	3	4	6								28
Urdu						1								1
Arabic		2	1	2		1								6
Haitian		1	1											2
French		1												1
Korean														0
Punjabi		2	2											4
Polish														0
Albanian														0
Other														0
TOTAL	13	40	42	40	31	22	0	188						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1a-The instruction for the ELL students is delivered through a Pull-Out ESL and Self-Contained Bilingual Kindergarten models.

1b-The program models are block homogeneous for advanced ELLs, block heterogeneous for kindergarten, grade one, grade two, and grade 5 ELLs. Grade 3 and 4 ELLs are un-graded heterogeneous. The methods and approaches that are utilized include Total Physical Response (TPR), Read Aloud/Think Aloud/Talk Aloud (RA-TA-TA), Sheltered English, Academic Language Development, Multiple Meanings and Minimal Pair Practice to name a few of the many methods and approaches used.

2-Program schedules are designed so that beginner/intermediate students in the grades 3-5 go to the ESL class during the literacy blocks which are 108 minutes daily. Advance students in grades 3-5 are pulled out periods 7 and 8 four days per week. Advance students in grades 1 and 2 are pulled period 1 four days per week. Beginner/intermediate students in grades 1 and 2 are pulled out periods 7 and 8 four days per week. The beginner kindergarten students are located in the Annex building and are pulled out for ESL two periods per day four days per week. There are no intermediate or advanced students in Kindergarten.

2a-All beginner and intermediate ELL students receive 360 minutes per week of ESL instruction. All advanced ELL students receive 180 minutes per week. Explicit instruction of English Language Arts are taught through the content areas. Advanced students receive 180 minutes of instructions. 90 minutes per day of explicit NLA instruction is delivered in our bilingual Kindergarten class. All of our instruction is done through the content areas.

3-Academic language development at each level must be planned in alignment with the core curriculum content. This planning must also be collaborative. That is, classroom teachers, ESL teachers and related service providers must all "be on the same page." Familiarity with the curriculum is an essential factor in tailoring instruction to meet students' needs. For example, knowing that students in a particular grade will be learning to calculate percents and convert them to decimals will be important to guiding the development of academic language for that student. In each program model Transitional Bilingual and Free Standing ESL Instruction, instruction for ELLs is differentiated utilizing a variety of teaching methods and activities. These include visual (graphic organizers, flashcards, word walls), auditory (songs, chants, oral drills, storytelling), kinesthetic (movement in learning language, board games, hands-on activities) and tactile (card games, use of manipulative, board games) and literature in students' first language. Instructional materials used for the ELL students include Harcourt Storytown Reading Program (for the advanced ELL students in grades 2, 3, 4 and 5), Moving Into English (for the beginner and intermediate students in K - 5), computers, Imagine Learning software, LeapFrog, transparencies, videos, CDs and educational games. The ESL teachers collaborate with the general education classroom teachers so that the weekly focused reading skill and focused reading strategy being taught during reading in the general education classrooms with the advanced students is being taught in the ESL classroom with the Moving Into English reading program with the beginner and intermediate students in concert at the same time.

4a-P.S. 82Q seeks to provide services for SIFE students beyond the requirements of the ESL program. Students are targeted for assistance in literacy, math and content areas as needed. This assistance is usually in the form of small group differentiated instruction to supplement the whole class instruction of the literacy and math blocks. Formal and informal assessments help identify areas of strength and weakness and this information is used to inform supplementary instruction. Students are targeted for the Title III AIS after-school and Title III Saturday programs as well. Literature in students' first language is available and provided to assist students in bridging their gap of interrupted formal learning.

4b-In order to support the needs of ELL students with less than three years in an ESL program and to support those students that are required to be tested according to NCLB legislation, P.S. 82 identifies these students early in the school year to give them extra instructional

support. The students that meet these requirements based on U.S. admission dates, school experience, home language survey, and classroom and ESL teachers' recommendation, are selected for additional support during the school day in the form of in-class differentiated instruction, pull-out support with the Tier II academic intervention providers and one-on-one instruction with both in-class and out of classroom teachers. Additionally, small group instruction is given to these students in an AIS instructional program on Saturdays. The Saturday program is a three hour instructional program utilizing ESL recommended instructional materials, computer technology and with differentiated instruction that utilizes ELL teaching methods and activities.

4c-These students are monitored, tracked and evaluated for specific learning need. They are placed in small group differentiated instruction using ESL recommended methods and activities. Literature in the students' first language is provided. Students are included in the Title III After School supplementary program, Saturday ESL program as well as any Tier III support services.

4d-These students are given literacy and math instruction by specialists in small instructional groups. We work in conjunction with families to provide the maximum support for students. Long-term (completed 6 years) ELL students are selected for AIS, both in-school and after-school. Should a student continue to fail to make adequate progress, other diagnostic measures may be recommended to see if the student requires specialized academic intervention or other services.

4e-Every effort is made to ensure that students are evaluated to determine whether a student's need is associated with a learning disability and not language. When an evaluation by the SBST is made, it includes a determination whether or not an alternative placement language paraprofessional is appropriate. At present, we have five students in self-contained special education classes who receive the service of a bilingual alternative placement paraprofessional (Spanish and Bengali). Additionally data is collected from students' IEPs in order to facilitate and foster language acquisition and academic learning as the ESL teachers work closely with the special education teachers.

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

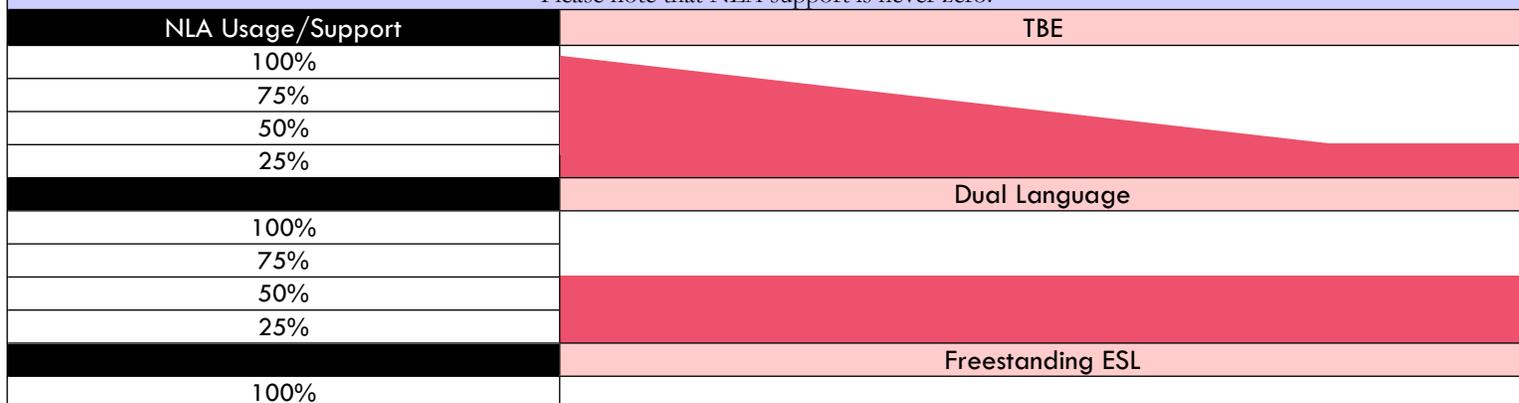
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



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?

Paste response to questions 5-14 here

5-Supplementary instructional programs during the school day include Houghton Mifflin (Early Success, Soar to Success, Leveled Readers), Rigby (Leveled Readers) and Teacher Created math intervention. These programs are used by reading and math specialists as a means of early intervention with at risk students including students from our ELL population. These are also research-based programs that meet the six criteria for effective reading instruction and allow teachers to differentiate their instruction to meet the reading, writing, listening and speaking needs of the ELL students. Additionally, it provides the necessary resources needed to services the targarted ELL students in math and the other content areas. This technique enables students to become independent and proficient readers, writers, listeners, and speakers. All instruction, including targeted intervention programs are taught in English and through reading and all the content areas.

6-Former ELL students and students that have tested out of ESL, who have been identified as still needing language support, are included in the Saturday supplemental and AIS after school program. The supplementary instructional programs promote the improvement of fluency, math, content areas knowledge and all other aspects of reading, writing, listening and speaking which are required for ELL students to meet and exceed the New York State performance-based ELA/ELL standards, ELA and math State assessments. The after school program meets three days per week - Tuesdays, Wednesdays and Thursdays for one and one-half hours beginning in January and ending the first week of May. The students for this program are grouped according to grade level in groups of 12 - 15. Students in the after school program range from grades 3 – 5. These students may receive differentiated in-class instruction that include ESL techniques and Tier II academic intervention support. These students are given testing accommodations for two years after demonstrating proficiency on the NYSESLAT and gaining former ELL status.

7-In an effort to continuously support our ESL population, P.S. 82 endeavors to sustain literacy in the native language, the school has increased the number of native language support literature available. Presently native language support literature is located in the school's library, ESL classroom, in some of the general education classrooms and in Parent Coordinator's office. The purchase of native language support literature continues in order to augment all classroom libraries.

8-There will be no discontinuation of any ELL programs/services.

9a-ELLs are afforded full access to all school programs. Accommodations are made to ensure that ELL students do not miss participation in all school programs because of ESL instruction.

9b-Students are chosen for the after school and Saturday supplemental programs based the results of the NYSESLAT assessment, LAB-R, NYS ELA, DIBLES, running records and student work. The supplementary instructional programs promote the improvement of fluency and all other aspects of reading, writing, listening and speaking as well as knowledge in math and the content areas which are required for ELL students to meet and exceed the New York State performance-based ELA/ELL standards. The after school program meets three days per week - Tuesdays, Wednesdays and Thursdays for one and one-half hours beginning in January and ending the first week of May. The students for this program are grouped according to grade level in groups of 12 - 15. Students in the after school program range from grades 3 – 5. The Saturday program meets for three hours one day per week beginning in January and ending the first week of May. The students for this program are grouped according to their language skill level in groups of 10. Students in the Saturday program range from grades 3 – 5. Materials for both programs include ELA and Math skills books, Readers Theatre, native language support literature, Leapfrog, math hands-on intervention kits and Imagine Learning and Soliloquy software.

10-The instructional materials utilized in P.S. 82Q are all research based programs/materials and used for the entire student body. In technology, Soliloquy and Imagine Learning has been uploaded on all computers throughout the building. Thirty-eight licenses were purchased for Imagine Learning which affords the school the ability to rotate students as needed. Instructional materials include: Houghton Mifflin Harcourt Moving Into English (for the ESL pull-out program), Open Court, Houghton Mifflin Harcourt Storytown reading program, Houghton Mifflin Harcourt Math (in grades K, 1, 3, 4 & 5), Houghton Mifflin Harcourt Math in Focus (Singapore math) in grade 2 beginning in October, 2010 - this math program will be expanded one grade a year until the entire school is using this program, New York City Science Core Curriculum, Houghton Mifflin Harcourt Social Studies program and Houghton Mifflin Harcourt writing program. Native language support literature in the library, Parent Coordinator's room and in classroom libraries as an additional instructional support. Additionally, Leapfrog leap pads, books on tape/CD, ELL Houghton Mifflin Harcourt Strategic Intervention kits and Readers Theatre are utilized to support our ELL students.

11-The ESL program model in use at P.S. 82 Q is primarily a pull out program. Students at beginning and intermediate levels receive two (2) periods of daily ESL instruction; advanced students receive one (1) period daily. Children are receiving the required 360 minute/180 minute per week of ESL instruction and in some cases more than what is required. The additional time is to strengthen student progress in content area learning. Teachers plan collaboratively so that ESL methodology and instructional strategies are incorporated into ELA and content area instruction for ESL students. The large number of ESL students spread through the grades at P.S. 82 Q precludes us from organizing a self-contained ESL class. Programming issues make it impossible to provide mandated service to students in a push-in format.

Presently P.S. 82 Q does not have a dual language program. However, if in the future there are sufficient parental requests we will endeavor to accommodate the parents.

P.S. 82 Q has only one bilingual Spanish class, and it is in kindergarten. Currently the class contains 23 students. At the beginning of the school year, the program follows the requirements of a beginning level transitional bilingual education program (TBE). That is, it includes 100 minutes of instruction in native language arts including literacy, 90 minutes of ESL instruction including literacy, 50 minutes of math, 45 minutes of physical education and 45 minutes of science. All students receive two periods of ESL daily and one period of native language arts daily. In the fall the instructional ratio of Spanish to English is 60:40; as the year progresses, this ratio changes to 50:50; and in the spring to 25:75. However all through the school year, the teacher plans for small group and individual instructional activities to meet the needs of students. In this way students are given instruction at the level and in the language appropriate to their needs. The ESL teacher meets with the receiving teachers to familiarize them with students and to share instructional strategies to be used with the transitioning student. During this time the teacher prepares lesson plans that are aligned with the New York State curriculum in the content areas.

12-Research based diagnostic assessments ensure that students are matched with the grade and age appropriate resources and services to our ELL population. Early literacy skills assessments utilized for the ELL students include but are not limited to the following: Reading 3D, DIBLES, teacher-made assessments, running records and observational/conference note taking. The data received from these diagnostic tools are used to assess the degree of language the student possesses, the areas that need to be strengthened and the method appropriate to meet that specific need. The results of the LAB – R and NYSESLAT are used when reviewing and analyzing data to target specific students' needs.

The success of our ELL students is monitored and tracked with increases in growth utilizing the NYSESLAT, state assessments, ELL ITA/Predictive assessments, instructional program benchmarks, running records, class work, student participation and teach-made assessments.

13. We do not offer any activities for ELLs prior to the beginning of the school year.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1-The non-ESL certified common branch teachers are provided with professional development held monthly during the faculty meetings by the ESL staff and on staff professional development days scheduled twice a year. Additionally P.S. 82Q have common branch staff that have received Master's in ESL and utilize ESL techniques in their classrooms. The two full time ESL teachers push in on Fridays during their professional periods to the non-ESL certified common branch teachers on a rotational basis. These teachers model ESL instructional techniques in math, science and social studies. The coaches provide providing ongoing professional development on instructional modifications for ESL students to the non-ESL common branch teachers and the ESL certified common branch teachers during the school day.

2-Providing time for the ESL teachers to attend the monthly ESL professional development given by the ESL Network Specialist is built into their schedule. The content of these workshop sessions include skills and strategies for strengthening ESL students' language and academic abilities as they transition from elementary to middle school. The ESL teachers turnkey the instructional practice to non-ESL common branch teachers to support ongoing instruction of these skills and strategies.

3. The ESL Specialists receive monthly professional development provided by our network and LSO. The 7.5 monthly professional development of the ESL specialists are then turnkey to the rest of the staff and attendance is taken at the staff conference meetings.

E. Parental Involvement

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

Paste response to questions 1-4 here

1-At present, our PTA board is composed of parents that speak Spanish. The PTA is always encouraging parents of other languages to run for any of the elected seats. In addition, all parents are encourages to participant in both school and PTA sponsored activities. We have parents that volunteer to interpret in Bengali when the need arises.

2-Presently, P.S. 82Q hosts an GED/ESL program sponsored by a DOE parent involvement agency.

3-Working closely with the PTA board, we send out surveys to our parents in order to evaluate their needs and obtain their suggestions. We have interpreters that volunteer to translate at the PTA monthly meeting. In addition, many of our multi-lingual parents have been certified as Learning Leaders and are assigned to assist teachers in their classrooms.

4-We hold bake sales, to help defray the senior trip cost, during the November and March Parent/Teacher Conferences with donations from our parents and staff. Additionally, our multi-lingual parents host these sales as well as volunteer in our classrooms. We host a Free Fun Family Night in June that is run entirely by the parents. This night we supply games and activities which the parents oversee. The parents supply and distribute refreshments. Our PTA Halloween gathering is another activity that receives a large turnout of parents with children. As

part of our Title I parent involvement, we survey the parents as to the activities they would like to see implemented and the SLT makes the final decision as to the choice for the parent involvement activity. In the past, our families have split the activities so that there are Saturday trips to the Museum of Natural History and then Saturday art activities with a professional artist. Working together, the school and PTA encourage parents to get involve with PTA projects such as can recycling and the plant sale. The Parent Coordinator hosts a number of workshops and classes for our parents that include an adult ESL class, ELA, math, science and NYSESLAT workshops.

As much as possible, we endeavor to send all correspondence, flyers and notices to parents in as many of our school community languages as possible. We utilize the translation services of the Department of Education and staff. If time is of the essence, we will at least try to send the information to parents in the language of the largest portion of our parent community which is Spanish.

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)	32	22	13	8	9	4								88
Intermediate(I)	0	21	15	17	5	5								63
Advanced (A)	0	2	14	13	15	11								55
Total	32	45	42	38	29	20	0	0	0	0	0	0	0	206

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	0	0	0	0	0							
	I	17	5	2	3	2	1							
	A	6	6	5	2	2	1							
	P	16	26	16	16	14	7							
READING/ WRITING	B	16	11	4	4	3	0							
	I	22	14	17	4	5	0							
	A	6	13	13	13	10	2							
	P	0	0	0	0	0	7							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	8	3	2	16
4	5	12	3	0	20
5	2	10	8	2	22
6					0
7					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
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	6		6		7		1		20
4	2		13		7		1		23
5	1		10		9		2		22
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	6		6		9		2		23
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		5		12		2		20
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

Paste response to questions 1-6 here

1-Early literacy skills assessments utilized for the ELL students include but are not limited to the following: Reading 3D, DIBELS, teacher-made

regardless of the language used for testing. We do find, however, a small contingency of students that fall into a second language stall that inhibits forward progress in second language development.

Grade	Beginner	Intermediate	Advanced
K	31	0	0
1	17	21	2
2	11	15	13
3	4	17	3
4	4	4	13
5	3	5	11

Part VI: LAP Assurances

Speaking and listening reflects strong instruction in social communication, including the use of FL in instructional roles is on developing academic language with the students, for example, math and science vocabulary that strengthens comprehension in content areas. Reading materials that focus on non-fiction on a variety of reading levels need to be added to the classroom and school libraries on a variety of

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

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

Coordinator's room.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 082 Hammond					
District:	28	DBN:	28Q082	School		342800010082

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	0		93.7	94.2	94.9
Kindergarten	96	92	92				
Grade 1	113	118	110	Student Stability - % of Enrollment:			
Grade 2	97	103	120	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	108	100	108		90.1	94.0	91.6
Grade 4	84	98	103				
Grade 5	93	80	99	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		89.2	95.7	95.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	39	36
Grade 12	0	0	0				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	627	627	633	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					40	65	45

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	48	49	60	Principal Suspensions	0	1	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	0	0
Number all others	36	24	20				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	20	20	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	147	168	TBD
# ELLs with IEPs	4	21	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>			
Number of Teachers	48	48	47
Number of Administrators and Other Professionals	11	10	6
Number of Educational Paraprofessionals	2	2	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	95.8	97.9	100.0
				% more than 2 years teaching in this school	79.2	85.4	83.0
				% more than 5 years teaching anywhere	79.2	72.9	76.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	96.0	97.9
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	97.8	96.8	98.3
Black or African American	8.9	10.2	10.0				
Hispanic or Latino	49.0	53.1	54.7				
Asian or Native Hawaiian/Other Pacific	38.3	34.9	33.6				
White	3.7	1.4	1.7				
Male	52.5	51.4	54.5				
Female	47.5	48.6	45.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	57.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.5						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 28Q082

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:	441,327	8,030	449,357
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,413	80	4,494
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,066	*	
4. Enter the anticipated 10% set-aside for Professional Development:	44,133	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
99%

6. If the percentage of high quality teachers during 2009-20010 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.

At the end of the 2009-2010 school year it was disclosed by NYS Dept of Education that one teacher did not pass the NYS certification test. All teachers are given professional development during faculty conferences, grade meetings, grade leader meetings and on an individual basis. The professional development is delivered by the administration, coaches and outside vendors based upon the needs of the entire staff as well as individual teachers. Teacher need is ascertained through observations, teacher conferences and implementation and execution of the school goals. Activities are designed based upon the needs of the teacher(s) in question. They may include administration/coach lesson modeling, professional literature study, scheduled conferences, professional critique of student work with discussion, professional video viewing with discussion, assistance with lesson planning and assistance with data analysis.

* 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.

SCHOOL PARENTAL INVOLVEMENT POLICY

I. General Expectations

The Hammond School – P.S. 82 Queens agrees to implement the following statutory requirements:

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

II. Description of How School Will Implement Required Parental Involvement Policy Components

- The Hammond School – P.S. 82 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

The members of this team are elected by their constituencies and thus empowered to act on their behalf as well as to report regularly to those constituencies.

The school Title I Advisory Committee meets to help develop and plan programs for the school that promote parent involvement.

- The Hammond School – P.S. 82 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

This process involves visiting all areas of the school and participating jointly in the process of self-assessment.

This information is consolidated into the School Comprehensive Education Plan.

The Comprehensive Education Plan is a “living document” subject to ongoing revision and improvement to meet the needs of the students and the community.

The CEP is shared and discussed with parents and faculty members.

- The Hammond School – P.S. 82 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

This survey will be published in Spanish and English to encompass parents of second language students. The data collected in this survey will be used to plan for greater participation by parents in school activities.

Translation by the parent coordinator and guidance counselor is available at all meetings. Parental input from this meeting will be used to improve and refine the parental involvement policy.

This information will inform modifications and improvements to the plan.

Parent workshops will be planned to provide information and activities that parents can use to assist their children at home and to promote improved student performance.

- The Hammond School – P.S. 82 Queens will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Universal Pre-Kindergarten], by: (List activities.)

In September, parent orientation meetings will be held for parents of Pre-Kindergarten students to acquaint parents with the curriculum, the school routines, and the school’s personnel including the parent coordinator and the members of the PTA executive board.

The results of the survey will be used to plan parent and parent-child workshops.

Notices and flyers will be distributed in translated versions.

Since parents play an integral role in their children’s learning, they will be encouraged to become actively engaged in their children’s education at school and to involve themselves in the advisory and (as appropriate) decision making committees at the school.

- The Hammond School – P.S. 82 Queens will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The

evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

This survey will be published in Spanish and English to encompass parents of second language students. The data collected in this survey will be used to plan for greater participation by parents in school activities.

Translation by the parent coordinator, guidance counselor, and parent volunteer will be available at all meetings. Parental input from this meeting will be used to improve and refine the parental involvement policy.

This information will inform modifications and improvements to the plan.

- The Hammond School – P.S. 82 Queens will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- the State's academic content standards

- the State's student academic achievement standards

- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

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

- Workshops at the school will be planned and conducted by teachers, guidance counselor, administrators, and the parent coordinator.

- District and regional workshops and activities at the parent support center nearby will be publicized widely and in Spanish as well as English.

- Technology workshops will be conducted for parents to familiarize them with the equipment children are using in school and with the resources on the internet.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Faculty and grade meetings devoted to professional development will address ways to develop effective strategies for communicating with parents.

School staff will be provided with the names of available translators among staff and the community who can assist teachers in communicating with parents about their children's progress and about school programs.

The School Leadership Team has had training in the collaborative process and in how to achieve consensus in the planning process.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

The school will maintain communication with any and all programs operating in the school and in the school community in order to coordinate scheduling and to align programs.

Programs in the school and in the community will be publicized to parents in Spanish and English through flyers, newsletters, and at Parent Teacher Association meetings.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

All flyers, notices, and other information are sent to parents in Spanish and English.

Translations into other languages (Bengali, Hindi, Urdu, etc.) are made available through the assistance of parent and community volunteers and through the Department of Education.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by approval of SLT members. This policy was adopted by the Hammond School – P.S. 82 Queens on 6/1/10 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 13, 2010.

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.

SCHOOL-PARENT COMPACT

The Hammond School – P.S. 82 Queens , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-11.

Required School-Parent Compact Provisions

School Responsibilities

The Hammond School – P.S. 82 Queens will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]

Select and recruit full certified, qualified teachers

Provide ongoing professional development for teachers in all curriculum areas

Allocate funding for a full time staff developer who will provide professional development, model lessons, collate curriculum materials, and plan collaboratively with staff

- **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]**

At these meetings the Compact will be discussed as it relates to the individual achievement of students; parents will be familiarized with the New York State learning standards as well.

Parent Teacher Association meetings are held monthly and will provide additional opportunities for parents to learn about the Compact.

Parent Teacher Conferences will be conducted on Open School Days and Nights that are scheduled in November and March of each school year.

Each teacher has a daily preparation period during which he/she meets with parents on an individual basis to discuss the Compact as it related to the child's progress.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]**

Report cards are distributed three times a year to all families.

Progress Reports are distributed three times a year for kindergarten and twice a year for grades 1 - 5

Parent Teacher conferences are scheduled twice a year.

Telephone conferences and letters are used to communicate with parents as well.

Teachers use daily preparation periods to confer with parents in person and by telephone.

Notices, flyers, and newsletters in Spanish and English are sent to parents on a regular basis to keep them informed of school events.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]**

Teachers are available to confer with parents on a daily basis, as needed, during their daily preparation periods.

There is a full time school guidance counselor available daily to consult with parents.

The principal and assistant principal are available daily.

The school social worker and school psychologist are available two days per week as per budget allocations.

The school has a full time parent coordinator who is available daily to assist parents.

The school has a full time school nurse available for daily consultation.

- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]**

Parents are encouraged to volunteer their services at the school by assisting in classrooms, helping at lunch hours, tutoring students, and accompanying students on class trips.

In addition, parents are welcome to help run book fairs, science fairs, and other school events.

The school has an annual Open School Week, during which time all parents are encouraged to visit classrooms and observe class activities.

The school holds an annual Science Fair that all parents are invited to attend.

Each class prepares and performs an assembly program, and parents are encouraged to attend.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance and lateness.
- Making sure that homework is completed.
- Talking with my child about his/her school activities every day.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.

- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revised as appropriate to grade level)

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

Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

STUDENT

DATE

DATE

(Please note that signatures are not required)

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 has been conducted. A complete explanation can be found in section IV - Needs Assessment of this Comprehensive Educational Plan

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

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

A detailed plan for student academic achievement, is contained in section V – Annual School Goals of this Comprehensive Educational Plan

- 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.

A detailed plan that includes the goals, methods and instructional strategies planned are contained in section VI – Action Plan of this Comprehensive Educational Plan

- o Help provide an enriched and accelerated curriculum.

A detailed plan that includes the goals, methods and instructional strategies planned are contained in section VI – Action Plan of this Comprehensive Educational Plan

- o Meet the educational needs of historically underserved populations.

A detailed plan that includes the goals, methods and instructional strategies planned are contained in section VI – Action Plan of this Comprehensive Educational Plan

- 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.

A detailed plan that includes the goals, methods and instructional strategies planned are contained in section VI – Action Plan of this Comprehensive Educational Plan

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

A detailed plan that includes the goals, methods and instructional strategies planned are contained in section VI – Action Plan of this Comprehensive Educational Plan

3. Instruction by highly qualified staff.

All members of the staff at P.S. 82 Queens are fully licensed and certified

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.

Professional development is conducted monthly at grade meetings, faculty meetings, on professional development days and as scheduled during the school day. Paraprofessionals, pupil services personnel, and other support staff are included in professional development activities where applicable.

Two full time coaches, the Network Specialists, the Network Leader and the administrators work with teachers. The role of the coaches is to demonstrate, to plan collaboratively, to select and acquire appropriate instructional materials, and to turn-key training.

These individuals return to the school in order to conduct turnkey training for the general staff at the regular professional development meetings.

School budget allocations for professional development are used to send staff members for ongoing training and to bring external professional development to the school site.

Parent workshops are conducted to provide parents with strategies to assist their children with schoolwork and to familiarize parents with the school curriculum and the New York State Standards.

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

Strategies employed to attract high-quality highly qualified teachers include:

Administrative support to strengthen teacher's pedagogy

K-2 and 3-5 coach support to assist teachers with instructional practices

Professional development that meets the needs of the teachers

Staff member that work collaboratively for the benefit of all students

Staff members that support the work of the school by sharing good practice

Administrators provide time for grade articulation and planning during the school day

Administrators that provide resources, materials and professional literature to support the work of the teachers

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

We provide ESL and adult literacy classes for parents and community members.

Parent workshops are scheduled throughout the year based on surveys of parents' interests and needs.

Parent Coordinator sponsors workshops in literacy, math, homework, science and NYSESLAT in order to keep parents informed of New York State performance standards, school expectations for students and supply parents with the tools to assist their children at home.

Oral interpretation and translation are provided regularly to increase parent participation.

Activities and services for parents and families at the Parent Support Center (located close by) are publicized regularly.

We are continuously seeking evening activities (e.g. Free Fun Family Night) to promote parental involvement and quality family time together.

PTA meetings are held both in the morning and in the evening to permit greater participation.

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.

Parents of preschool children transitioning to our school are invited to an orientation meeting in June, before the children enter our school. Information about the curriculum, school procedures, and available services is disseminated at this meeting, and parents have the opportunity to meet their children's teachers.

In August, parents of incoming students are mailed information about the kindergarten program, schedules, etc. In early September, a kindergarten curriculum meeting is held. Teachers discuss with parents the activities and expectations for the year and answer any questions that parents have about school routines, the curriculum, 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.

- Teachers are allocated time during the school day to meet regularly to analyze and discuss formative and summative data in order to meet the needs of individual students
- The Academic Intervention Team (Tier II providers) maintains records of each child receiving intervention services and reviews the progress of each student with the classroom teacher. Services are modified according to the tracking data of each student
- Tier II providers meet with administrators and coaches to discuss the progress of their students receiving intervention services
- The Pupil Personnel Team receives and considers referrals by teachers when teachers identify students at risk. Together the PPT discusses all aspects of the child and makes recommendations for intervention and/or services.
- Classroom teachers confer regularly with intervention service providers to improve instruction and student achievement.
- Grade leaders meet once of month to discuss instructional practices as it pertains to student progress

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.

- Class profiles are developed by each teacher. At risk students are identified as early as possible, intervention services are instituted and tracked to ensure that no at risk child fails to receive intervention in a timely manner.
- "Red flag" or one page referral forms are used at any time that a teacher notes that a student is experiencing difficulty mastering on-level work. The form contains essential information describing the specific difficulties the student is experiencing and the interventions presently in place. It is discussed with the Academic Intervention Team and with the Pupil Personnel Team to determine the appropriate intervention and to put that intervention in place quickly.
- At risk students are monitored by members of the SBST in order to evaluate the need for additional services

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.

- P.S. 82 Q. is a participant in a violence prevention grant, FitnessGram Program and the Leadership Program. The program includes professional development for teachers, in class learning activities for students, and an after-school program for students identified as being at risk. The after-school program is led by the school guidance counselor.
- The school zone includes a NYC shelter for homeless families. We work with the DYO and social worker there to coordinate services to children and their families. Additionally, we coordinate the use of our facility with the DYO and shelter social worker to provide family based activities for the shelter population (e.g. Thanksgiving family dinner)
- As a School Wide Program Title I school, our resources (Title I, tax levy funds, C4E funding, Title III, etc.) are consolidated enabling us to coordinate our planning for the delivery of services to students. Academic intervention services are planned in a cohesive manner, and all eligible students are served.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			370,715	✓	15 – 19, 47 - 48
Title I, Part A (ARRA)	Federal	✓			7,950	✓	15 – 19, 47 - 48
Title II, Part A	Federal	✓			37,178	✓	15 – 19, 47- 48, Galaxy 1 - 3
Title III, Part A	Federal	✓			29,140	✓	24 – 28, 47 - 48
Title IV	Federal			✓			

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

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

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

IDEA	Federal			✓			
Tax Levy	Local	✓			3,073,399	✓	15 – 19, 47 - 48

Tax Levy : page 13