



P.S. 129 PATRICIA LARKIN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 129 PATRICIA LARKIN
ADDRESS: 128-02 7 AVENUE
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342500010129 **SCHOOL NAME:** P.S. 129 Patricia Larkin

SCHOOL ADDRESS: 128-02 7 AVENUE, QUEENS, NY, 11356

SCHOOL TELEPHONE: 718-353-3150 **FAX:** 718-321-2476

SCHOOL CONTACT PERSON: MARILYN ALES **EMAIL ADDRESS:** MAlesi@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Tara Beamer

PRINCIPAL: MARILYN ALES

UFT CHAPTER LEADER: Ronnie Modena

PARENTS' ASSOCIATION PRESIDENT: Patti Pena, Karen O'Hagan

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** CFN204

NETWORK LEADER: DIANE FOLEY/

SUPERINTENDENT: DIANE KAY

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
Marilyn Alesi	Principal	Comments: Yes
Angela Fiorenza	Admin/CSA	
Amy Bienkowski	UFT Member	
Ronnie Modena	UFT Chapter Leader	
Patty Pena	PA/PTA President or Designated Co-President	
Karen O'Hagan	PA/PTA President or Designated Co-President	
Antonella Rollieri	Parent	
Amy Sceiczina	Parent	
Danielle Grieco	Parent	
Danielle Pisanti	UFT Member	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Mission and Motto: "Children can..."

P.S. 129 is located in College Point, Queens. College Point is a historical neighborhood with many one and two family homes. Traditionally College Point has been a stable community with many long time residents. Within the last ten years there has been a major increase in population in the community. Several multiple family dwellings have been constructed in place of some one family homes. We are proud of our diverse school community with multi-ethnic backgrounds. We also are strong proponents of anti bullying and each class signs a promise to prevent bullying in our school. The main building was constructed in 1932. In September 2001, the school year opened with a newly constructed wing. We have 8 ICT Co- teaching classes and 2 Self Contained Special Education classes of which we are very proud. At risk children participate in extended day programs for 37.5 minutes. Enrichment is provided throughout the day. Our ELL teachers provide an English as a Second Language program to assist children for whom English is a second language. We have approximately 160 students in our current ELL program.

Currently all grades are using **Everyday Mathematics and a balanced literacy** approach to reading and writing. The purpose and focus of **science education** at P.S. 129 is a hands-on approach to learning.. **Technology** is a vital component of the overall education of our students. We have one computer laboratory and will have two new IMACS per classroom in September. All classrooms in grades K-5 have **Intelliboards** and Smartboards. P.S. 129 follows the New York State Core Curriculum for Social Studies. The primary focus of the social studies instructional program will be on authentic research. Our **Arts** program consists of a vocal music teacher from Brooklyn Conservatory of Music and a full-time visual arts teacher. We also provide instruction in recorder for all third grade students, Ballroom Dancing for all fifth grade students and Circus Arts for all fourth grade students. Our students have reached the finals in Queens for the past three years and in 2008 we were the City Champions. Health and Physical Education are important components of our school. We have a "Wildcats" Basketball and Cheerleading Team and our children participate in Field Day Events in our new Playground/park.

For students at risk of not meeting state standards, the school has developed the following **Academic Intervention and Enrichment Services**.

- At-risk students are engaged in small group literacy and mathematics activities in our extended day 37.5 minutes.
- Differentiated instruction is a goal for all classrooms. In addition at risk personnel assist children in highest need.
- ESL and subgroups and High Achievers are reached through differentiated learning

We are fortunate to have an active P.T.A. Parents participate in school decision-making policies through the School Leadership Team. Our Parent Coordinator provides several workshops per month. Parents are invited to at least 5 events each month. One of the highlights is our after school parent-child arts and crafts workshop.

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. 129 Patricia Larkin								
District:		25	DBN #:		25Q129	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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		97	77	86			94.5	95.2	TBD	
Kindergarten		150	176	146						
Grade 1		129	145	172	Student Stability - % of Enrollment:					
Grade 2		130	131	140	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		124	127	133			92.3	93.82	TBD	
Grade 4		133	129	131						
Grade 5		122	129	132	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			61.8	57.4	73	
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			2	9	TBD	
Grade 12		0	0	0						
Ungraded		4	1	7	Recent Immigrants - Total Number:					
Total		889	915	947	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							19	15	9	
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		12	12	18	Principal Suspensions		0	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		59	50	57	Superintendent Suspensions		1	0	TBD	
Number all others		36	37	28						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	174	172	141	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	5	26	Number of Teachers	64	67	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	13	TBD
				Number of Educational Paraprofessionals	0	0	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	98.4	100	TBD
				% more than 2 years teaching in this school	81.3	83.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	62.5	64.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	95	99	TBD
American Indian or Alaska Native	0.2	0.2	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.8	100	TBD
Black or African American	2.4	2	2.3				
Hispanic or Latino	44.3	45.9	44.9				
Asian or Native Hawaiian/Other Pacific Isl.	28	29.2	29.7				
White	25.1	22.6	22.3				
Multi-racial							
Male	47.1	46.4	46.8				
Female	52.9	53.6	53.2				
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	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	98.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	54.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	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?

Student Performance Trends

Greatest Accomplishments

- All classrooms are print-rich and designed with carpets and meeting areas, to facilitate large and small group instruction.
- They are essential to the horizontal and vertical alignment of our literacy curriculum and instruction.
- · Children leave line-up areas to songs. School aides have provided songs and karaoke during lunch hours. Third grade teachers teach the children recorder. All grades perform dancing and singing review for their families. We have a fourth and fifth grade talent show each year.
- Preventive discipline rather than punitive discipline is encouraged.
- In conjunction with our Student Government, we have initiated school spirit days, such as Yankees/Mets Day, Pajama Day, Grade Day, Halloween Parade, P.S. 129 Day, Crazy Hat Day, Read Aloud Day, Poem in a Pocket Day, Back in Time Day.
- · Staff and parents have created an inside mural on New York Cares Day.
- We have built an outdoor 'Garden of Reflection' where teachers may take their classes to read or meet with their 'reading buddies'.
- In 2010 we won the Bronze Medal at the Finals.
- · Our Parent Coordinator hosts Parent Book Clubs, multiple workshops and Arts and Crafts Parent-Child events monthly.

Significant Aids

- Dedicated and talented staff and parents work together for the benefit of children.
- They conduct vision and hearing testing, copy materials, laminate materials, coordinate trips and busing, preside over line-ups and assist in technology concerns and repairs.
- Our two guidance counselors work together with the administration and teachers to provide support for children, parents and teachers.
- Our custodial staff maintains the building in an exemplary way.

Significant Barriers

- · Many children come from single parent homes, non-English speaking homes and homes where both parents work, causing children to rely on grandparents and babysitters to help them with school work. A major barrier is the testing of ELL children, new to the

country, in Science, Social Studies, **without the assistance of tests in their native language, Korean, Bengali, Arabic.**

The budget does not give us, in the elementary schools, the ability to hire dance, drama, music and visual arts teachers unless we excess others. While we have a visual arts teacher on staff, maternity, excessing and transfer options have taken away our dance, music and drama teachers. We try to supplement as best possible with outside providers due to the lack of DOE personnel. Yet, we are sometimes out of compliance because we do not have the funds to fulfill these mandates in entirety.

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"/> 1. To continue to expand the work of teacher teams using an inquiry approach to influence school-wide positive change. By June 2011, 100% of classroom teachers, 47 teachers, in grades K-5 will have engaged in inquiry work as evidenced by grade conference agendas and attendance sheets and on the Inquiry Interface	<input type="checkbox"/> Classroom teachers in all grades will meet weekly with related service providers and clusters to examine student work and revise curriculum maps to meet the needs of students, as noted by 'On Demand' writing pieces and item analysis and test results.
<input type="checkbox"/> 2. To utilize multi-media lessons to provide for the multiple intelligences and different learning styles of ELL and At Risk Children children By June 2011, 40% of ELL students in grades K-2 will have reached their FandP benchmarks. By June 2011 90% of teacher will have uploaded at least one lesson onto the school server to share with colleagues for use with Smartboards	<input type="checkbox"/> Use of Smartboards will enable all students to have exposure to multiple intelligences by adding visual, auditory and tactile intelligences to lessons. Hopefully this will enable our ELL students to expand their knowledge and vocabulary of the English language to reach their Fand P benchmarks. By uploading books and using them with classes, teachers will help all children to internalize their literacy goals.
<input type="checkbox"/> 3. To provide academic rigor for all students in order to progress in levels of writing. By June 2011, teachers of grades 3- 5 will develop more rigorous expectations for all students as evidenced by use of the writing continuum and integrating the CCSS into the writing curriculum,	<input type="checkbox"/> Teachers will increase the rigor of the rubrics in each writing unit of study to include the CCSS. Non fiction and informational writing will be stressed. Argument will be introduced. By developing rubrics with the students before each unit and holding studnets accountable, our goal is to have students achieve a level 3 on at least 3 genres.

<p>and 55% of these students will receive at least a 3 on standard based rubric in at least 3 genres.</p>	
<p><input type="checkbox"/></p> <p>4. To continue to develop teachers' expertise in the effective utilization of data in order to expand their teaching repertoire in differentiated instruction.</p> <p>By June 2011, 95% of teachers will demonstrate differentiated instruction strategies in observed lessons and walkthroughs 100% of classrooms will reflect resources to support differentiated learning</p>	<p><input type="checkbox"/></p> <p>Resources will be purchased and designed by teachers and coaches to assist in differentiated lessons in classrooms. Differentiation by Content, Process and Product will be examined and discussed. Professional development to assist teachers in this area will be ongoing.</p>

SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>1. To continue to expand the work of teacher teams using an inquiry approach to influence school-wide positive change.</p> <p>By June 2011, 100% of classroom teachers, 47 teachers, in grades K-5 will have engaged in inquiry work as evidenced by grade conference agendas and attendance sheets and on the Inquiry Interface</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Inquiry Team and grade teams will meet regularly, keeping meaningful documentation • Alternatives to Observations will continue to enable teachers to become mini inquiry teams to improve student achievement • Utilize the services of CFN specialists • Continue to provide on-site training in the use of formative and summative data to staff • Continue the study of multiple intelligences to reach all learners by the implementation of Smartboards in all classrooms • Utilize staff expertise in devising data keeping forms and charts • Collaborative grade teams will use the inquiry process to identify Problem of Practice to improve teaching to drive instruction and meet the needs of children
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<ul style="list-style-type: none"> • Reso-A grant funds for two IMACS per classroom and one Smartboard or Intelliboard per classroom; NYSTL hardware (\$9919) and Software funds (\$8653) • CFN fee – Setasides \$34,800 • Professional development- Title I and ARRA funds – absence coverage • IDEA para and counseling funds • Title I funds for classrooms, Tax Levy

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Weekly Inquiry meetings; improvement in writing by reviewing 'On Demand Writing"monthly;rubrics;agendas;informal and formal observations;conference notes</p>
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Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 2. To utilize multi-media lessons to provide for the multiple intelligences and different learning styles of ELL and At Risk Children children</p> <p>By June 2011, 40% of ELL students in grades K-2 will have reached their FandP benchmarks.</p> <p>By June 2011 90% of teacher will have uploaded at least one lesson onto the school server to share with colleagues for use with Smartboards</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"/> To utilize multi-media lessons to provide for the multiple intelligences and different learning styles of ELL and At Risk Children children By June 2011, 60% of ELL students(36) and 50% of Special Education and At Risk Students (50) in grades K-2 will have reached their FandP benchmarks By June 2011 90% of teachers will have uploaded at least one lesson onto the school server to share with colleagues for use with Smartboards • Push-in ELL services in all grades to create a co-teaching environment • Music teacher to use music as a universal language for all children • Dance program to use dance as a universal language for all children • Multi-media education using smartboards to incorporate multiple learning styles for all students • Differentiated learning in all classrooms • Checklists and assessments through the use of running records and informal conferencing will be recorded and monitored in September, December, March and May • Discussions at PPT meetings to provide at-risk services for at risk and ELL children • Counselors will provide at-risk services to children and workshops for parents • Parent Coordinator will provide workshops and outreach to parents</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>	<ul style="list-style-type: none"> • ESL teachers 3 @ \$75, 161 • Classroom teachers @75161; Title 1, Title II, IDEA ARRA, Tax Levy • Title III funding for music and dance programs - \$27040 • Professional Development – absence coverage- Title I and ARRA funds • IDEA mandated Counseling funds • IDEA Para funds • Idea CTT funds; Title III funds
<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"/> Smartboard lessons;performances;Fountas and Pinnell levels;NYSESLAT Scores; Reading levels will be reviewed 5 times per year in September, December, January, March and June. Observations of smartboard lessons will be ongoing.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>3. To provide academic rigor for all students in order to progress in levels of writing.</p> <p>By June 2011, teachers of grades 3- 5 will develop more rigorous expectations for all students as evidenced by use of the writing continuum and integrating the CCSS into the writing curriculum, and 55% of these students will receive at least a 3 on standard based rubric in at least 3 genres.</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>	<ul style="list-style-type: none"> • Provide the writing continuum to all teachers • Encourage teachers to familiarize students and parents with the writing continuum in order to drive teaching and take writing to the next level • Provide professional Development on a bi-weekly basis as needed • Provide parent workshops by Parent Coordinator, CFN and in-house experts • Informally observe classes • Provide common planning time for staff

<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>	<ul style="list-style-type: none"> • Classroom teachers @75161 per teacher- Tax Levy, Title 1, Title II, IDEA ARRA • Paper to copy writing continuum for all teachers OTPS funds • Professional development – absence coverage -Title I • Parent coordinator Tax Levy Funds • Coach funding – Title 1,ARRA • CFN funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Monthly check of writing improvement using "On Demand Writing"; classroom rubrics; gains will hopefully be shown in mechanics, stamina and substance.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 4. To continue to develop teachers' expertise in the effective utilization of data in order to expand their teaching repertoire in differentiated instruction.</p> <p>By June 2011, 95% of teachers will demonstrate differentiated instruction strategies in observed lessons and walkthroughs 100% of classrooms will reflect resources to support differentiated learning</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>	<ul style="list-style-type: none"> • Professional Development through grade, conferences, morning meetings and faculty conferences at least 3 times per month • All teachers, administration, support staff; Parent Coordinator, Paraprofessionals will coordinate efforts to create a differentiated environment • Workshops and newsletters for parents monthly • Music, Dance and ELL instruction • Schoolwide Enrichment Program • Departmentalizing extended day to target students • Extend one-to-one tutoring

<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>	<ul style="list-style-type: none"> • Teachers @\$75,161 Paraprofessionals IDEA ARRA Mandated services, Tax Levy • Enrichment materials for each classroom –OTPS-\$4000;NYSTL Textbook funds \$7000 • Professional development –Title I SWP and ARRA funding • Parent Workshops and updates – Title I- 1% Parent Involvement • Supplement to classroom libraries – NYSTL funds • Title III – Music and Dance • OTPS funds for Enrichment materials
<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"/> Observations, formal and informal;teacher feedback sheets;increase in student progress in ELA and Math by 42% and %2 % respectively.</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			N/A	N/A	10	5	1	
1			N/A	N/A	5	5	7	
2	70	70	N/A	N/A	5	5	10	
3	56	56	N/A	N/A	7	5	8	
4	61	61	61	61	10	5	10	
5	72	72	72	72	10	5	20	
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> ELA intervention services are provided during the children’s lunch hours from January through April in grades 3, 4, 5. During extended day 37.5 minutes, teachers provide AIS services. Wilson, Foundations and Reading Fluency are stressed. Children are grouped homogeneously to provide at-risk services and ELL services.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Math intervention services are provided during the children’s lunch hours from January through April in grades 3, 4, 5. Extended day 37.5 minutes provide AIS services</p>
<p>Science:</p>	<p><input type="checkbox"/> Our morning extended day also includes at-risk science instruction. Classroom teachers and science clusters provide social studies AIS within the classroom setting by differentiating instruction.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Classroom teachers provide social studies AIS within the classroom setting by differentiating instruction. Morning program activities also include social studies.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Two counselors provide at risk counseling for students as needed and on an ongoing basis. Counselors work one-on-one and in small groups. Our SAPIS worker also provides at-risk services.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> Our new bilingual psychologist will provide services to children and also parents and teachers. He plans to address issues such as, test anxiety, separation anxiety, etc.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> The Social Worker works three days per week. She performs individual counseling for students and has a ‘Banana Splits’ group for children from divorced families.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> Our school nurse provides asthma classes for students in grades 3 and 4, before school begins and during lunch hours. We also have an asthma –free school zone with our science teachers taking a major role in implementing it. Our physical education</p>

teachers provide a fitness program and fitness gram to all children.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K -5

Number of Students to be Served:

LEP 160

Non-LEP 300

Number of Teachers 30

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.

We have analyzed the NYSESLAT scores for children in our ELL program. As a result of this analysis, we found that children do not score proficiency in Listening and Speaking as well as Reading and Writing. These lower scores prevent the students from scoring out of the ELL program. In addition, most of our ELL children cannot attend an after school per session program in our school, due to the needs of the working parents. Most of the ELL's are picked up by private schools for after school babysitting and homework help for most of the working ELL parents. The children remain in these programs until 6-7 PM, a service we cannot provide. Therefore in school services are necessary to assist our children.

We will provide a music teacher from the Brooklyn Conservatory of Music for students in grades 3-5, ELL and English Proficient students. The music teacher will teach songs and dances from native cultures to all grades. Each class will receive instruction for a 10 week cycle, 4 times per week for one period which total 40 periods for each of our first through fifth grade classes. Grades 2 and 4 will receive this instruction from September through December. Grades 3 and 2 will receive this instruction from January through March and Grades 1 and 5 will receive this instruction from mid March through June. In addition to vocal music, recorder will be taught to third grade students. Teachers will follow up with social studies and literacy units. Children will learn to read through music.

We will supplement this program for grades K, 1 and 2 through additional funding sources in our school budget.

We will provide a Ballroom Dance Program from the American Ballroom Theater for ELL children integrated with non-ELL children in grade 5. We will provide Native Language support by having a Spanish (45% of our population) speaking paraprofessional present during the classes, as well as the instructor from the American Ballroom Theater, who is Chinese speaking, which will aid our Chinese (30% of our population) ELL students. Dance is a universal language. Students will learn rumba, fox trot, meringue, tango, swing and line dances. The program stresses etiquette, respect and self esteem. Children must follow verbal and musical directions. Many English Language Learners are intimidated by the English Language Classroom at first. These programs break down the barriers for everyone to succeed with a universal language. This is a supplemental program with both the classroom teacher and dance teaching artist. American Ballroom Theater will provide the professional development for staff and combine the program with literacy and writing. It will continue for 20 sessions from December through March. Each of five classes will have 20 periods of dance, two periods per week for 10 weeks.

The Blueprint for the ARTS standards consist of:

1. Creating Performing and Participating in the Arts
2. Knowing and using arts materials and resources
3. Responding to and analyzing works of art
4. Understanding the cultural dimensions and contributions of the arts

Through our music and dance program, students meet these four standards. They will be creating and performing. Students will be offered Saturday Program at the American Ballroom Theater to continue their study of dance. Students will view adult dancers and try to replicate their performances. Students will respond in both written and oral language their understanding and interpretation of the music and dance that they see, do, and read about. Students will recognize the cultural features and understand the function of music and dance within a diverse society.

When music and movement are integrated within the daily curriculum, engaging and numerous learning experiences transpire for early childhood learners (Chauhan, 2004; Royka, 2002). Besides being "fun" for most children, kinesthetic activities can help young learners, especially English language learners, develop decoding skills, fluency, vocabulary, syntactic knowledge, discourse knowledge, and metacognitive thinking (Sun, 2003). Teaching language skills through drama and movement gives children a context for listening and meaningful language production, provides opportunities for reading and writing development (Chauhan, 2004), and involves children in reading and writing as a holistic and meaningful communication process (McNamee, McLane, Cooper, and Kerwin, 1985). In addition to the development of gross and fine motor coordination skills, creative expression and thinking, social interaction, problem solving, cooperative play, rhythm, and rhyming skills can be enhanced. The ESL Standard #5 talks about cross cultural identification, which will be met through our music and dance program.

Parent Involvement will take place. Parents will attend performances and workshops in both disciplines.

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.

There are 20 classroom teachers in grades 3-5. We will provide grade meeting time during the day for teachers to meet and consult with the teaching artists and ESL teachers. We have also provided for 25 per session hours and 5 per diem days to assist in planning and participating in the program.

Section III. Title III Budget

School: **129**

BEDS Code: **342500010129**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	2087	<input type="checkbox"/> 5 days @ 167.60 per day of substitute service for classroom teachers who will provide professional development and services to children 25 hours of per session @ 49.89 for professional development for classroom teachers to coordinate lessons for music and dance programs
Purchased services - High quality staff and curriculum development contracts	24,336	<input type="checkbox"/> Ballroom Dancing, American Ballroom Theater 5 classes for 20 sessions for a total of 20 hours From December – March. A team of 12 students will continue through June. Literacy through Music –program—Brooklyn Conservatory of Music will provide a music teacher to integrate the content areas and cross cultural identification with music.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A

Travel	N/A	<input type="checkbox"/> N/A
Other	618	<input type="checkbox"/> Parental Outreach Activities/ Buses to attend performances; food and celebration activities; classes for parents
TOTAL	2705	

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.

Our assessment is based on past needs. Leadership Team, Parent Coordinator, teachers, administrators, counselors and parents have all given their input. HLIS forms and ATS reports indicate the language needs. Emergency cards were an excellent indication of the needs of the school.

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.

An analysis of HLIS forms and RESI report showed that the dominant languages are Chinese, English, Spanish and Korean. Letters are sent, whenever possible, in English with the three other dominant language translations on the back. These translations are done by the translation unit. Posters are displayed in the main lobby stating that translation is available within the building. A calendar of school events is distributed in the four main languages.

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.

The primary need is for three languages, Chinese, Spanish and Korean. Written translation services will be needed for the many notices that are sent home. . . school calendar, PTA notices, workshop notices, Parent/Teacher conference notices, class shows, class trips, letters for PTA bulletin, safety issues, etc. Translation services will be provided by in house personnel and the translation unit at Central. Our new school messenger service will provide telephone calls in all major languages as well.

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.

We plan to provide translators for ELL orientation, PTA meetings, workshops, individual meetings, telephone conferences, special events, and Parent/Teacher Conferences. We will hire per session teachers, aides and paraprofessionals. Our new school messenger will provide texts and telephone messages in all languages.

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>.

Written documentation of parent's rights regarding translation and interpretation services in appropriate covered languages, and instructions on how to obtain these services, will be provided to parents in September 2010 in our school calendar.

The school will post a sign in each of the covered languages indicating the office where a copy of such notification can be obtained.

The school will fill out the appropriate pages in the school safety plan ensuring that parents in need of language services are not prevented from reaching the school's administrative offices solely due to language barriers.

Parents will be given the Department of Education's website address.

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:	471578	27775	499353
2. Enter the anticipated 1% set-aside for Parent Involvement:	4715		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23579	*	
4. Enter the anticipated 10% set-aside for Professional Development:	47158	*	

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

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

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

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

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

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

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APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- 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:	471578	27795	503373			
2. Enter the anticipated 1% set-aside for Parent Involvement:	4715	278	4993			
3. Enter the anticipated 5% set-aside to insure that all teachers in core	23579	*		4. Enter the anticipated 10% set-aside for Professional Development:	47158	*
						5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: $\frac{\quad}{100\%}$
						6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is

<p>subject areas are highly qualified:</p>						<p>implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.</p> <p>Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY SCHOOL-PARENT COMPACT</p> <p><i>available in the nine major languages on the NYCDOE website 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 as 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. 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.</i></p> <p>P.S. 129 agrees to implement the following statutory requirements:</p> <ul style="list-style-type: none"> · 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(b) 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
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						<p>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.</p> <ul style="list-style-type: none"> · The school will involve the parents of children served in Title I, Part A programs in decisions about how 10 percent of Title I, Part A funds reserved for parental involvement is spent. · The school will be governed by the following state definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: <ul style="list-style-type: none"> · Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring – <ul style="list-style-type: none"> • that parents play an integral role in assisting their child's learning; • that parents are encouraged to be actively involved in their child's education at school; • that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA. • The school will inform parents and parent organizations of the purpose and existence of the Parental Involvement Resource Center in the State. <p>I.. Description of How School Will Implement Required Parental Involvement Policy Components</p> <ol style="list-style-type: none"> 1. P.S. 129 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: School Leader
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						<p>Team has helped to create the Parent Compact</p> <ol style="list-style-type: none"> 2. P.S. 129 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parents will be part of the qualitative review process. 3. P.S. 129 will provide the following necessary coordinating technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: A new P.S. 129 website will continue. 4. P.S. 129 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the cost 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 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. 5. P.S. 129 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: <ol style="list-style-type: none"> a. The school will provide assistance to parents and children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph: <ul style="list-style-type: none"> – Workshops, not limited to and including, the following topics will be presented: EPIC (Ready, Set, Read); ELA; Everyday Math; and Crafts; Ballroom Dance; Music; Visu
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						<p>Arts; Promotional Criteria; Escape School; Anti-Bullying, Parent Book Clubs; Use of ARIS.</p> <p>b. The school will provide materials and training to help parents work with their children to improve children's academic achievement, such as literacy training, and using technology, as appropriate to foster parental involvement; by: Dial-A-Teacher Workshops, in-school workshops, homework help workshops.</p> <p>c. 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: Through the Translation Plan, translated flyers, newsletters and notices will be provided. Translators in Chinese, Spanish and Korean will be provided for meetings.</p> <p>III. Discretionary School Parental Involvement Policy Component Other activities may include:</p> <ul style="list-style-type: none"> · providing necessary literacy training for parents to use Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training; · paying reasonable and necessary expenses associated with parental involvement activities, including child care costs, to enable parents to participate in school-related meetings and training sessions; · training parents to enhance the involvement of other parents; · in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other
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						<p>educators, who work directly with participating children and with parents who are unable to attend those conferences at school;</p> <ul style="list-style-type: none"> · adopting and implementing model approaches to improving parental involvement; · developing appropriate roles for community-based organizations and businesses in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118(b) that parents may request; <p>IV. Adoption</p> <p>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 PTA President's signature and the nature of the compact. This policy was adopted by the P.S. 129 on 06/12/10 and will be in effect for the period of 2010-2011. A meeting was held on September 23, 2010 to review the Title I policy and to maintain the SWP status. The school distributed this policy to parents of participating Title I, Part A children.</p> <p>2. School-Parent Compact – Attach a copy of the School-Parent Compact. <i>Explanation:</i> 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, service 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. strongly recommended that schools and parents use the sample template which is available in the eight major languages on the DOE website at http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are</p>
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						<p>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.</p> <p><u>School –Parent Compact :</u></p> <p>P.S. 129, 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 students will share the responsibility for improved student academic achievement and the means by which the school and parents will and develop a partnership that will help children achieve the State high standards. This school-parent compact is in effect during school year 2010-2011.</p> <p><u>Required School-Parent Compact Provisions</u></p> <p>P.S. 129 will:</p> <p>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: a Balanced Literacy approach to reading and writing; Everyday Math; hands-on Science; Interactive Social Studies and Arts through the Content Areas are all programs which will raise student achievement.</p> <p>Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: November 2010 and March 2011.</p> <p>Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Report Cards will be distributed to grades 1-5 in November, March, and June. Interim assessments will be disseminated to parents through the ARIS website and the school website. Kindergarten report cards will be distributed in January and June. {Parent/Teacher Conference</p>
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are held in November and March. Interim Parent Conferences are held as needed.}

Provide parents reasonable access to staff. Specifically, will be available for consultation with parents as follows: Meet the Teacher time will be held in the beginning of September. Parent/Teacher conferences will be held in November and March. Parents may also request a meeting with the teacher, guidance counselors, providers or administration in writing at any time during school year.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Open School Week provides parents with a chance to view their child's class in action. Classes hold class celebrations in writing, which parents are invited to. Class performances are open to parents. Parents can volunteer to help on various school committees and trips.

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 for the request of parents with disabilities, and, to the extent practical, 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 and academic assessment used to measure children's progress, and

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 appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practical as possible.

Provide to each parent an individual student report about performance of their child on the State assessment in at least mathematics, 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 section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring kinds of television programs my child watches.
- Attending celebrations 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 notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Becoming actively involved with the PTA and Parent Outreach activities to the extent possible.
- Checking the school calendar and attending workshops to the extent possible.
- Being role models for our children.
- Making sure my child arrives on time and attends

						<p>school regularly.</p> <p><u>Optional Additional Provisions</u></p> <p><u>Student Responsibilities</u></p> <p>Students will sign a contract in the beginning of the school year v includes some of the following components.</p> <p>Do my homework every day and ask for help when I need</p> <p>Read every day outside of school time.</p> <p>Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my scho every day.</p> <p>Follow all school rules.</p> <p>Be kind to my classmates and follow the anti-bullying rule</p> <p>SIGNATURES:</p> <p>_____</p> <p>School Parent(s) Stu</p> <p>_____</p> <p>Date Date Dat</p>
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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.

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I. General Expectations

P.S. 129 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(b) 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 –
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information

and

Resource Center in the State.

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

1. P.S. 129 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: School Leadership Team has helped to create the Parent Compact

2. P.S. 129 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parents will be part of the qualitative review process.
3. P.S. 129 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: A new P.S. 129 website will be created.
4. P.S. 129 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.
5. P.S. 129 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 –
Workshops, not limited to and including, the following topics will be presented: EPIC (Ready, Set, Read); ELA; Everyday Math; Arts and Crafts; Ballroom Dance; Music; Visual Arts; Promotional Criteria; Escape Schools; Anti-Bullying, Parent Book Clubs; Use of the Internet.
 - 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: Dial-A-Teacher Workshops, in-school workshops, homework help workshops.
 - c. 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: Through the Translation Plan, translated flyers, newsletters and notices will be provided. Translators in Chinese, Spanish and Korean will be provided for meetings.

III. Discretionary School Parental Involvement Policy Components

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request;

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 PTA President's signature and the nature of the compact. This policy was adopted by the P.S. 129 on 06/12/10 and will be in effect for the period of 2010-2011. A meeting was held on September 23, 2010 to review the Title I policy and vote to maintain the SWP status. The school distributed this policy to all parents of participating Title I, Part A children.

2. **School-Parent Compact** – Attach a copy of the 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 DOE website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> 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 :

P.S. 129, 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 2010-2011.

Required School-Parent Compact Provisions

P.S. 129 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: a Balanced Literacy approach to reading and writing; Everyday Math; hands-on Science; Interactive Social Studies units and Arts through the Content Areas are all programs which will raise student achievement.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 9, 2010 and March 16, 2011.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report Cards will be distributed to grades 1-5 in November, March and June. Interim assessments will be disseminated to parents through the ARIS website and the school website. Kindergarten report cards will be distributed in January and June. {Parent/Teacher Conferences are held in November and March. Interim Parent Conferences are held as needed.}
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Meet the Teacher time will be held in the beginning of September. Parent/Teacher conferences will be held in November and March. Parents may also request a meeting with the teacher, guidance counselors, providers or administration in writing at any time during the school year.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Open School Week provides parents with a chance to view their child's class in action. Classes hold class celebrations in writing, which parents are invited to. Class performances are open to parents. Parents can volunteer to help on various school committees and class trips.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.

- Making sure that homework is completed.
- Monitoring kinds of television programs my children watch.
- Attending celebrations 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.
- Becoming actively involved with the PTA and Parent Outreach activities to the extent possible.
- Checking the school calendar and attending workshops to the extent possible.
- Being role models for our children.
- Making sure my child arrives on time and attends school regularly.

Optional Additional Provisions

Student Responsibilities

Students will sign a contract in the beginning of the school year which includes some of the following components.

- Do my homework every day and ask for help when I need to.
- Read 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.
- Follow all school rules.
- Be kind to my classmates and follow the anti-bullying rules.

SIGNATURES:

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

celebrations in my child's classroom.

<!--[if !supportLists]--> <!--[endif]-->Participating, as appropriate, in decisions relating to my children's education.

<!--[if !supportLists]--> <!--[endif]-->Promoting positive use of my child’s extracurricular time.

<!--[if !supportLists]--> <!--[endif]-->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.

<!--[if !supportLists]--> <!--[endif]-->Becoming actively involved with the PTA and Parent Outreach activities to the extent possible.

<!--[if !supportLists]--> <!--[endif]-->Checking the school calendar and attending workshops to the extent possible.

<!--[if !supportLists]--> <!--[endif]-->Being role models for our children.

<!--[if !supportLists]--> <!--[endif]-->Making sure my child arrives on time and attends school regularly.

Optional Additional Provisions

Student Responsibilities

Students will sign a contract in the beginning of the school year which includes some of the following components.

- Do my homework every day and ask for help when I need to.
- Read 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.
- Follow all school rules.
- Be kind to my classmates and follow the anti-bullying rules.

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.

- The Environmental survey, School Progress Report and SLT discussions will be a primary source of understanding the needs expressed by the parents.

2. Schoolwide reform strategies that:

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

- An extended day morning program is provided for all children at risk. We also institute a pull out lunchtime program to assist at-risk students. This year we plan to have an accelerated program as well during lunch.
 - We provide an enriched and accelerated curriculum through differentiated learning and an Arts curriculum.
 - o We meet the educational needs of historically underserved populations by providing all children with at-risk and enriched programs. We are planning to use our Title III funds to provide music and dance programs which will promote self esteem, critical thinking, language acquisition and following directions in a multi disciplinary approach to learning.
 - We 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 with counseling services by two counselors, monitoring by our PPT, mentoring services, career awareness with parent involvement and community involvement

- 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.

- We 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 with counseling services by two counselors, monitoring by our PPT, mentoring services, career awareness with parent involvement and community involvement

- o Help provide an enriched and accelerated curriculum.

- 1. Instruction by highly qualified staff.

P.S. 129's staff is highly qualified. All teachers are NYS certified. To maintain this high quality of instruction, professional development will be continued by in-house literacy and math staff developers. Grade and faculty conferences will be devoted to improvement of teaching skills in all subject areas. Analyzing data, creating writing standards, creating goals and reflecting on the Professional Teaching Standards will be the focus of these conferences.

2. 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.
As stated in question 3 above, professional development will be ongoing. Paraprofessionals will receive professional development from literacy and math personnel and our SETSS, Reading Recovery, IEP and ESL teachers to assist children in need. Assistant Principals and Principals will continue to attend network meetings and ICI workshops. The Principal is also a member of the National School Leaders Network with monthly ongoing professional development.
3. Strategies to attract high-quality highly qualified teachers to high-need schools.
The interview process will continue to be in place. P.S. 129 has never had a problem in obtaining highly qualified candidates for positions
4. Strategies to increase parental involvement through means such as family literacy services.
A parent book club has been established through the UFT and the Pre-kindergarten Social Worker and the Parent Coordinator.
5. 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.
P.S. 129 has four half-day pre-kindergarten classes and one full day program. The pre-kindergarten teachers and paraprofessionals are highly qualified and have been used to mentor other pre-kindergarten teachers throughout the district. We implement Everyday Math in our pre-kindergarten classes to give children a head start in the uniform curriculum. Balanced Literacy is also utilized in our pre-kindergarten program.
6. 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 will continue to use the ARIS, standardized test scores, interim assessments, school-wide assessments and classroom assessments to improve achievement of individual students. Conference notes will be kept by all teachers. Professional development by staff developers will be ongoing to ensure that academic assessment tools are used properly. Review of interim assessments by supervisors will be ongoing.
7. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards Our Pupil Personnel Team closely monitors students progress and helps to provide services for students in need.
8. 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.
We will re-implement our anti-bullying campaign that was begun six years ago. Each class will sign a 'bully-free sign' and each child will sign a 'bully free' contract. We will again implement a 'student government'. We will continue to raise money for community based charities and national charities.

Last year, through the efforts of our Parent Coordinator and the Student Government, P.S. 129 raised over \$2,000 for the community based organizations, such as Poppenhusen Library, First Reform church, College Point Ambulance Corps and the College Point Senior Center through Penny Harvest. We also raised money in a walk-a-thon for the March of Dimes and a math-a-thon for St. Jude's Children's Hospital.

- 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.

N/A

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

N/A

3. Instruction by highly qualified staff.

P.S. 129's staff is highly qualified. All teachers are NYS certified. To maintain this high quality of instruction, professional development will be continued by in-house literacy and math staff developers. Grade and faculty conferences will be devoted to improvement of teaching skills in all subject areas. Analyzing data, creating writing standards, creating goals and reflecting on the Professional Teaching Standards will be the focus of these conferences.

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.

As stated in question 3 above, professional development will be ongoing. Paraprofessionals will receive professional development from literacy and math personnel and our SETSS, Reading Recovery, IEP and ESL teachers to assist children in need. Assistant Principals and Principals will continue to attend network meetings and ICI workshops. The Principal is also a member of the National School Leaders Network with monthly ongoing professional development.

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

The interview process will continue to be in place. P.S. 129 has never had a problem in obtaining highly qualified candidates for positions

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



A parent book club has been established through the UFT and the Pre-kindergarten Social Worker and the Parent Coordinator.

EPIC Workshops have been an integral part of P.S. 129 as well. Ongoing workshops provided by the Parent Coordinator in conjunction with

staff members reach out to parents' needs.

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.

P.S. 129 has four half-day pre-kindergarten classes and one full day program. The pre-kindergarten teachers and paraprofessionals are highly qualified and have been used to mentor other pre-kindergarten teachers throughout the district. We implement Everyday Math in our pre-kindergarten classes to give children a head start in the uniform curriculum. Balanced Literacy is also utilized in our pre-kindergarten program.

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 will continue to use the ARIS, standardized test scores, interim assessments, school-wide assessments and classroom assessments to improve achievement of individual students. Conference notes will be kept by all teachers. Professional development by staff developers will be ongoing to ensure that academic assessment tools are used properly. Review of interim assessments by supervisors will be ongoing.

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

Teachers identify students in need in June and it remains ongoing throughout the year. Children are part of the 37.5 minute extended morning program and are added or removed as needed. Our Pupil Personnel Team closely monitors students progress and helps to provide services for students in need.

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.

We will re-implement our anti-bullying campaign that was begun six years ago. Each class will sign a 'bully-free sign' and each child will sign a 'bully free' contract. We will again implement a 'student government'. We will continue to raise money for community based charities and national charities.

Last year, through the efforts of our Parent Coordinator and the Student Government, P.S. 129 raised over \$2,000 for the community based organizations, such as Poppenhusen Library, First Reform church, College Point Ambulance Corps and the College Point Senior Center through Penny Harvest. We also raised money in a walk-a-thon for the March of Dimes and a math-a-thon for St. Jude's Children's Hospital.

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.

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
0
2. Please describe the services you are planning to provide to the STH population.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A

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

N/A

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 129 Patricia Larkin					
District:	25	DBN:	25Q129	School		342500010129

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	77	86	90		94.5	95.2	94.8
Kindergarten	176	146	153				
Grade 1	145	172	146	Student Stability - % of Enrollment:			
Grade 2	131	140	165	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	127	133	145		92.3	93.8	94.6
Grade 4	129	131	137				
Grade 5	129	132	144	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		61.8	73.0	73.0
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		2	9	4
Grade 12	0	0	0				
Ungraded	1	7	12	Recent Immigrants - Total Number:			
Total	915	947	992	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					19	15	9

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	12	18	24	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	50	57	80	Superintendent Suspensions	1	0	1
Number all others	37	28	16				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	64	67	66
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	8
# receiving ESL services only	172	141	TBD				
# ELLs with IEPs	5	26	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	0	7

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	98.4	100.0	100.0
				% more than 2 years teaching in this school	81.3	83.6	95.5
				% more than 5 years teaching anywhere	62.5	64.2	83.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	99.0	97.0
American Indian or Alaska Native	0.2	0.4	0.5	% core classes taught by "highly qualified" teachers	97.8	100.0	100.0
Black or African American	2.0	2.3	2.2				
Hispanic or Latino	45.9	44.9	45.6				
Asian or Native Hawaiian/Other Pacific	29.2	29.7	30.6				
White	22.6	22.3	21.0				
Male	46.4	46.8	47.1				
Female	53.6	53.2	52.9				

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:

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	47	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 25	School Number 129	School Name Patricia A. Larkin
Principal Marilyn Alesi		Assistant Principal Angela Fiorenza	
Coach type here		Coach type here	
Teacher/Subject Area Anna Cerilli/ESL		Guidance Counselor Danielle Pisanti	
Teacher/Subject Area Leslie Sherman/ESL		Parent type here	
Teacher/Subject Area Denise Rizwan/ESL		Parent Coordinator Laura Buquicchio	
Related Service Provider Ivy Manheim		Other type here	
Network Leader		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	0	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	0

C. School Demographics

Total Number of Students in School	988	Total Number of ELLs	133	ELLs as Share of Total Student Population (%)	13.50%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When students are registered at P.S. 129 parents are given a Home Language Identification Survey to fill out. A certified pedagogue, most often an ESL teacher, conducts an oral interview in English and the native language, if possible.

Students identified as having a second language by one of the certified ESL teachers are given a LAB-R formal assessment within ten days of registration. The Spanish LAB is also administered within this time frame, if applicable. The assessment is sent to be scored and those students scoring at or below the cut scores are placed in an ESL program and given support by an ESL instructor. All ELLs in the program are annually evaluated using the NYSESLAT exam in the spring. Students who score as beginner or intermediate are given eight periods of instruction per week by a licensed ESL teacher. Those students who score as advanced are given four periods of ESL instruction per week. Those who score as English proficient have tested out of the program but are given support as needed, though not on a formal regular basis.

2. Throughout the year we conduct several parent orientation meetings for parents of students who are new to the program. During the orientation the three program options (Transitional Bilingual, Dual Language, and Freestanding ESL) are explained to the parents. Parents are also given a brochure in their language explaining each program option. A video explaining the three options is available for parents to view in several different languages. Translators are invited to ensure that parents of several different language groups understand their options. Parents who are unable to attend a regularly scheduled orientation meeting are invited to call the school to arrange a meeting with an ESL teacher to explain the three program options. If they are unable to meet they may call and speak with an ESL teacher.

3. Records are kept by the ESL department to ensure that entitlement letters are distributed and that parent survey and program selection forms are returned. Several parent orientation meetings are held throughout the year for those parents who have not yet returned forms. In addition, forms are received and filled out during Parent/Teacher conferences, giving ESL teachers the opportunity to address concerns that parents may have.

4. Entitlement letters are sent home to parents of students identified as ELLs. Parents are invited to an orientation which explains the three program models. During the orientation they receive a brochure and also watch a video in their native language to further explain the models. Parents fill out a survey to choose which model they prefer for their child. They are informed that if enough parents with children who speak the same language choose a bilingual or dual language program, said program would be created in our school.

5./6. The program models offered at our school aim to satisfy the requests of parents. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is for a Freestanding ESL Program. Eighty-nine percent of parents, regardless of their language origin, prefer a Freestanding English as a Second Language Program. At present, only ten percent of parents have shown a preference for a Bilingual Program and one percent prefers the Dual Language Program. If at least 15 parents with children of the same language group in the same grade request either the Bilingual or Dual Language Program, the school would set up one of these types of programs. At present, there is no Bilingual or Dual Language Program in our school.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained						10								10
Push-In	24	16	16	8	8									72
Total	24	16	16	8	8	10	0	0	0	0	0	0	0	82

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	133	Newcomers (ELLs receiving service 0-3 years)	114	Special Education	27
SIFE	0	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	114		18	19		9				133
Total	114	0	18	19	0	9	0	0	0	133

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

C. Home Language Breakdown and ELL Programs

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

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
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
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	16	15	10	10	8	10								69
Chinese	13	6	14	6	5	2								46
Russian														0

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
Bengali														0
Urdu			1											1
Arabic	1	1	2	2										6
Haitian														0
French														0
Korean	3	1			1	3								8
Punjabi														0
Polish														0
Albanian														0
Other		2				1								3
TOTAL	33	25	27	18	14	16	0	133						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. A push-in program model is used school-wide to deliver instruction. ESL teachers push into classrooms using approaches of parallel, station, and alternative teaching. All classes are heterogeneous. ELLs who attend the extended day period are given added support.

2. All ELLs in our school receive the New York State mandated number of hours for acquiring English language skills. Beginning and intermediate students receive eight periods of instruction per week, totaling 360 minutes. Advanced level students receive a single forty-five minute period four times a week, totaling 180 minutes.

3/5. ELA, Math and other content areas are delivered in English in a co-teaching setting during the school day as well as during the extended day period. Differentiated instruction is delivered to all ELLs through various approaches and methods to make content comprehensible and enrich language development. Objectives are clearly defined, meaningful activities are provided, vocabulary is pre-taught, and concepts are made clear through modeling, gestures, visuals, etc. Scaffolding techniques and critical-thinking questions are used throughout lessons. Children work actively in a student-centered environment. Every lesson addresses all four language skills. Newcomers are taught basic social and academic language skills. If possible, the native language is used to clarify any confusion. Students are also paired with reading partners who speak their native language. Bilingual dictionaries, bilingual paraprofessionals and native language

materials are used. The review and assessment of student comprehension and learning is on-going. Students are prepared throughout the school year for the NYSESLAT and at least two months time is devoted to more intensive ELA preparatory instruction. Specific strategies are targeted based on students' previous performance on the reading and writing sections of the NYSESLAT.

4. Differentiated instruction is delivered to all ELL subgroups. Presently there are no SIFE or long term ELLs enrolled. For ELLs receiving service between 4-6 years, small group instruction is provided to target their specific needs. Previous testing data is used to identify their academic weaknesses and to teach them strategies and skills to improve their academic performance. Reading fluency kits are used along with books of the month to provide continuity of literary accountable talk. Picture cards and picture dictionaries provide additional visual support. Students are guided in editing and publishing final pieces in writing and research. They are encouraged to use computer and internet programs that are designed to increase vocabulary and improve grammar.

ELLs identified as having special needs receive small group instruction provided by means of alternative and station teaching models. Students attend an extended day program and are assisted in the classroom by bilingual paraprofessionals. In addition, picture dictionaries and books in the native language are available for them. Reading fluency kits are used along with accountable talk to improve comprehension. The LeapPad Schoolhouse Program and books on tape are available in reading instruction. Emphasis is placed on test preparation two months prior to the state tests in ELA, Mathematics, Science and NYSESLAT.

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.



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?

6. Students who reach proficiency on the NYSESLAT are given continuing transitional support as needed, though not on a formal regular basis. Test modifications are provided for all transitional students for up to two years after passing the NYSESLAT.
- 7./8./9. The nature of the ESL program has been changed from a pull-out model to a push-in model to provide continuity in the classroom. Both teachers work together in a team teaching model to provide differentiated instruction to all students. At present, there is no after school program available. However, a morning extended day program is offered to ELLs. In addition, ELLs can participate in extracurricular activities, such as basketball, cheerleading, and ballroom dancing. We have a supplementary music teacher who pushes into classes and teaches content areas through music and movement. Students learn vocabulary development, cultural differences and similarities, and following directions.
- 10.-13. Picture dictionaries, books on tape, LeapPad Schoolhouse Program, Fundamentals Magnetic Card Program, reading fluency kits, and picture cards are used to support ELLs in the classroom. Internet access is available for educational websites designed to increase vocabulary and improve grammar. A new Wordly Wise Program has been implemented to help ELL students increase vocabulary development. Native language support is delivered to the students through bilingual paraprofessionals, bilingual picture dictionaries, bilingual books on tape, and books in the native language. All required support and resources correspond to ELLs' languages and grade levels.
- For kindergarten students who are newly enrolled before the beginning of the school year, a packet is provided encouraging the parents to work with their children on basic skills that they will need in school.
14. There are no language electives offered at P.S. 129Q.

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.

1. Monthly ESL liaison meetings/workshops are provided by the region for ESL personnel highlighting specific strategies to use with ELL students. The information provided at the meeting is turnkeyed to all teachers of ELLs. All ELL personnel attend grade and faculty conferences devoted to differentiated learning and inquiry work.
2. Strategies of team teaching are demonstrated for all staff members for use in extended morning, ESL push-in and SETSS push in. Literacy and Math Coaches are available to support the needs of all teachers and students. A free standing class exists in grade 5 to assist ELLs as they transition from elementary to middle school.
3. Teachers at P.S. 129 are experienced teachers who have had the 7.5 hours of mandated ESL training. New teachers receive mentors who assist in this training. All teachers collaborate during inquiry work to discuss strategies that would best assist ELL students.

E. Parental Involvement

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

1. Monthly arts and crafts workshops and movie nights are offered for parents and students. A Parent Book Club, workshops in content areas and PTA meetings are held each month for parents. Our Parent Coordinator works with the PTA using Title 1 funding for Parent/Child evening shows and special assemblies. In addition, writing celebrations are held monthly in all classrooms, and parents are encouraged to attend.
2. We partner with EPIC Organization which provides workshops each year for parents.
3. The SLT and PTA are integral parts of our school. At both meetings we learn of parents' needs. We use the Parent section of the Environmental survey as a place to identify parents' needs and wishes.
4. Parents have requested arts programs, workshops, communication in native language, and hearing about their children's successes. We have addressed these needs by having translated copies of notices, increased arts programs and more workshops (at least 3 per month). We have also given each teacher translated 'success notes' to send home to share children's successes.

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)	13	9	3	2	1	3								31
Intermediate(I)	3	13	9	5	2	2								34
Advanced (A)	17	3	15	11	11	11								68
Total	33	25	27	18	14	16	0	0	0	0	0	0	0	133

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

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

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

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

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

2. The data patterns across proficiency levels on the LAB-R and NYSESLAT reveal the following about the students: In Grade One, 44% moved up one or more proficiency levels, 40% remained the same, and 16% moved down one level. In Grade Two, 79% moved up one level or more and 21% stayed the same. In Grade Three, 50% moved up one level or more, 45% remained the same, and 5% moved down. In Grade Four, 82% moved up, and 18% remained the same. In Grade five, 50% moved up, and 50% remained the same.

3. Data indicates that students need to improve vocabulary, reading comprehension and writing. When connections can be made to grammatical use in the native language there is also an increase in the understanding of grammar usage in English. Native language support is used in the content areas to increase student understanding of concepts being taught. Bilingual dictionaries are available for students.

4. Most students had difficulty in the reading and writing sections of the NYSESLAT, but scored well in the speaking and listening sections. Therefore, more emphasis will be placed on skills aligned with the Common Core Standards to improve reading and writing. Reading comprehension will be emphasized with a focus on higher level thinking questions. Grammar, syntax, vocabulary and linking words will be stressed to improve writing.

Students new to this country who take content area tests in their native language fare better than those who take the tests in English. Those students who have been in the United States for four years or more or who are at an advanced level fare better on tests taken in English. Weekly inquiry meetings allow teachers to use the results of the Interim Assessments to drive instruction. They focus on students' weaknesses and help them develop strategies to improve in areas where they have difficulty.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 25q129

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:	471,578	27,795	499,373
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,715	277	4,992
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23,579	*	
4. Enter the anticipated 10% set-aside for Professional Development:	47,158	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
__100__

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

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

3. Instruction by highly qualified staff.

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

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

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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

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

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

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

Explanation/Background:

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	yes			396,126	X	19,21,22,24,25
Title I, Part A (ARRA)	Federal	yes			27,518	X	19,22,24,25
Title II, Part A	Federal	yes			136,312	X	19,22,24,25

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

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

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

Title III, Part A	Federal	yes			12,033		19,26,27,28,29
Title IV	Federal			n/a			
IDEA	Federal		no				
Tax Levy	Local	yes			3,984,877		19,21,22,24,25