



P.S. 132Q
THE RALPH BUNCHE SCHOOL

2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 29Q132
ADDRESS: 132-15 218TH
SPRINGFIELD GARDENS, NEW YORK 11413
TELEPHONE: (718) 528-5734
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 29Q132 **SCHOOL NAME:** PS 132Q, The Ralph Bunche School

SCHOOL ADDRESS: 132-15 218th Street

SCHOOL TELEPHONE: (718) 528-5734 **FAX:** (718) 723-6931

SCHOOL CONTACT PERSON: Dr. Alicia N. Davis **EMAIL ADDRESS:** adavis2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Kimberly Black (Co-Chairperson)
Mrs. Ann Suppa (Co-Chairperson)

PRINCIPAL: Dr. Alicia N. Davis, Principal

UFT CHAPTER LEADER: Mrs. Dawn Harris-Lee

PARENTS' ASSOCIATION PRESIDENT: Mrs. Cheryl Rochelle

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 **CHILDREN FIRST NETWORK (CFN):** CEI-PEA Children First
Network # 531

NETWORK LEADER: Ms. Althea Serrant / Mr. Joseph Blaize

SUPERINTENDENT: Mr. Lenon Murray

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
Dr. Alicia N. Davis	*Principal or Designee	
Mrs. Dawn Harris-Lee	*UFT Chapter Chairperson or Designee	
Mrs. Cheryl Rochelle	*PA/PTA President or Designated Co-President	
Mr. Christopher Ambrose	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Kimberly Black	Member/	
Mrs. Ann Suppa	Member/	
Ms. Jennifer Francklin	Member/	
Mrs. Tonda Ladson	Member/	
Mrs. Terry Cameron	Member/	
Mrs. Rachel Andre-Belizaire	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Ralph Bunche School is a diverse, proactive and collaborative community dedicated to achieving academic excellence using standards based instruction. The overarching mission of its community members is to create a nurturing and supportive environment governed by a cohesive bond between the teacher, parent and student in order to recognize and cultivate each child's individual strengths. At every interaction, community members strive to create well rounded, productive citizens who are well informed, self-confident, successful and active participants in the society in which they live.

Currently the Ralph Bunche School has three pre-kindergarten classes with 18 students in every class. Additionally, there are 3 kindergarten classes on site with student enrollments of 25 students per class. Proudly, over 95% of our kindergarten youngsters enter grade one with a firm desire to increase the beginning reading skills that were acquired within their highly structured kindergarten environments. The school's budget currently supports the continuation of 2 grade one classes and 2 grade two classes. The school's budget also provides for 2 to 3 classes per grade for grades three thru five. These classes are carefully structured to meet individual student needs for maximum student progress. Special education classes include one 12:1:1 grade four / five class, a 12:1 grade two class and a grade two collaborative team teaching (CTT) class.

In addition to the twenty classroom teachers, our staff consists of 5 out of classroom teaching professionals and 13 student support service personnel. Classroom and office support personnel include 5 paraprofessionals and 3 school aides. In keeping with all NYC schools we have one security officer and one department of health school nurse.

During the 2010-2011 school year the reading and writing workshop will continue to be utilized as the curricular model for literacy. This approach to reading consists of read-alouds, mini lessons, independent / partner reading, individualized teacher/student conferencing and book clubs. The basic components of the workshop model are also mirrored in the writing curriculum as well. In order to facilitate the continued progress of the workshop model the reading teacher will continue to work with teachers on all grade levels.

The Everyday Mathematics will also continue to be used as the primary vehicle for math instruction in grades pre kindergarten – grade 5. This uniform city wide instructional program is

implemented during a seventy-five minute math block following a workshop model. In order to support the effective implementation of this program, onsite math staff development will be provided by the assistant principal, Mr. Edwards, the former math coach.

The science program also adheres to the tenets of the workshop model. Classroom instruction includes textbook as well as classroom materials. Technology is also infused into the curriculum adding to a heightened hands-on approach. The Saturday Test Readiness Program will also contain a dedicated period of science instruction to prepare youngsters for the upcoming NYS ELSE examination. Within the parameters of this program students are prepared for both the performance and objective components of the examination. Classroom science libraries have been purchased for every classroom and have also served to enhance the science curriculum.

Although the Grade 5 NYS Social Studies examination will not be administered during this school year, the social studies curriculum will continue to provide students with a comprehensive understanding of topics specific to this area of instruction. Classroom Social Studies libraries have been expanded for every classroom. Textbooks and test sophistication materials for grades 3-5 have also been purchased in order to further prepare youngsters to meet and exceed the state standards of the Social Studies curriculum. Similar to the aforementioned curricula areas, the social studies curriculum also adheres to the workshop model.

Academic Intervention Services include a part time guidance counselor to counteract and prevent student related problems. The IRMH (Individualized Reading-Mathematics Help) period of time from 9:05 – 9:55 daily provides small group instruction and intervention in grades K-5 throughout the school. High visibility amongst the SBST staff members and other support staff provides an extensive support and early intervention identification of students who may be in need of additional services. Reading teacher specialists and alternative programs (i.e. Saturday Test Readiness Program, etc.) provide additional intervention and support for students scoring at level one and low level two.

PS132Q is fortunate to have an outstanding school leadership team and Parent / Teacher Association. Some of the school wide projects coordinated by both teams include “Movie Night”, “Pajama Story Night”, “Big Science Day”, “Family Math Night” and the “Christmas Fund Raiser Dinner Dance”.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 132 Ralph Bunche								
District:	29	DBN:	29Q132	School BEDS Code:	342900010132				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded			
	2	√	6		10				
Enrollment					Attendance - % of days students attended :				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	50	53	53		94.1	94.9	TBD		
Kindergarten	48	45	48						
Student Stability - % of Enrollment :									
Grade 1	64	50	54	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	53	57	50		93.1	95.4	TBD		
Grade 3	59	55	58						
Grade 4	72	57	81	Poverty Rate - % of Enrollment :					
Grade 5	67	65	51	(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	0	0	0		56.6	56.6	69.1		
Grade 7	0	0	0						
Grade 8	0	0	0	Students in Temporary Housing - Total Number :					
Grade 9	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 10	0	0	0		0	2	TBD		
Grade 11	0	0	0						
Grade 12	0	0	0	Recent Immigrants - Total Number :					
Ungraded	1	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Total	414	382	395		2	0	0		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	15	16	14	Principal Suspensions	2	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	18	10	0	Superintendent Suspensions	3	2	TBD		
Number all others	17	17	20						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	31	31	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	8	3	2						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	0	1	Number of Administrators and Other Professionals	7	7	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	61.3	61.3	TBD
				% more than 5 years teaching anywhere	64.5	64.5	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	87.0	87.0	TBD
American Indian or Alaska Native	0.2	1.0	0.5		100.0	100.0	TBD
Black or African American	93.0	92.1	93.9				
Hispanic or Latino	5.1	4.2	3.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.8	0.3				
White	1.0	1.3	0.5				
Male	48.6	50.0	46.8				
Female	51.4	50.0	53.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	4	4	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	79.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	19.6			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	49.2						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0.8						
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			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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 school's 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?
-

In a review of the documents provided by the New York State Education Department and New York City Department of Education accountability and assessment resources (i.e., the School Report card, Quality review, and Quality review Self-Assessment documents, periodic assessments, ARIS, as well as the results of our Inquiry Team's action research and school based assessments) we have implemented the following in order to improve student progress:

- The Inquiry Team targeted vocabulary throughout the grades in response to the findings of an action research study with Grade 5 students. Inquiry team members in collaboration with school staff identified key vocabulary words for all grade levels in order to enhance student outcomes in reading comprehension. Teachers meet weekly on common prep periods in order to develop vocabulary assessments and activities that will enhance student's retention of new vocabulary terms. Student's progress is monitored through a careful review of the vocabulary assessments. A score of 75% or more is the benchmark for student proficiency. Formative assessment results in reading comprehension are also correlated with vocabulary assessment results in order to establish whether improvements in student vocabulary skills impact their reading comprehension levels.
- In order to show an increase in the percentages of students making at least 1 year of progress by June 2011 a baseline assessment in reading was administered to students. Baseline assessment results were utilized in order to identify student deficiencies in key reading skill areas. Reading skill packets, which are distributed bi-weekly, serve to provide reinforcement for identified areas of student deficiency. Upon completion of the reading skills packet an interim assessment is administered in order to determine proficiency for the identified skill area. A student score of 75% or more reflects the benchmark for proficiency. This on-going process is monitored and rigorously evaluated through faculty conferences, grade meetings, and teacher common prep periods.
- A process similar to the one described above was also followed for mathematics. Baseline assessments were administered to students in order to pinpoint areas of deficiency. Skill packets were utilized to offer assistance in the identified area of

deficiency. Interim assessments provided feedback with regard to student progress. Students who earned a score of 75% or better attained the benchmark for proficiency for that skill area. Student scores below 75% indicate a need for further differentiation in that skill area.

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.

- To show an increase of 3-5% in the number of students at the Ralph Bunche School in grades K-5 making at least 1 year of progress in ELA by June 2011.
- To show an increase of 3-5% in the number of students at the Ralph Bunche School in grades K-5 making at least 1 year of progress in mathematics by June 2011.
- To improve student achievement in science through the use of hands on materials and experiments which will result in a 5% increase in student proficiency levels on NYS Grade 4 ELSE exam by June 2011.
- To show an increase of 10% in the usage and understanding of technological resources (i.e. computers, smart boards, internet, etc.) for students and staff at the Ralph Bunche School by June 2011.
- To expand the instruction of the fine arts at the Ralph Bunche School through attaining a 10% increase in student registers in the after school arts program by June 2011.

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): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To show an increase of 3-5% in the number of students at the Ralph Bunche School in grades K-5 making at least 1 year of progress in ELA by June 2011.</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"> ➤ To continue and intensify professional development activities related to enhancing the effective utilization of literacy data resources for all school teaching and support staff (i.e. Acuity reports, ATS data, formative and summative assessments, etc.). School staff responsible for implementation: Administrative and cluster teaching staff. Timeline: ongoing ➤ To maintain and enhance all resources and materials affiliated with the “Workshop Model” for literacy. School staff responsible for implementation: Administrative, teaching and support staff. Timeline: ongoing ➤ To implement a remedial program, utilizing the reading strategies affiliated with the Wilson program and the “Workshop Model” to address the academic deficiencies of level one students in grades 3-5. School staff responsible for implementation: Administrative, teaching and support staff. Timeline: ongoing ➤ To expand and develop existing classroom libraries in order to effectively implement Reading/ Writing Workshop expectations. School staff responsible for implementation: Administrative, teaching and support staff. Timeline: ongoing

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax levy teachers, Title I personnel, early grade funding and C4E allocations will be utilized to sustain the various grouping models and resources needed to uplift the instructional outcomes for at risk, average and advanced learners in ELA.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Acuity ITA's, formative and summative assessments (including the NYS ELA exam) will be utilized periodically as the instruments of measure in order to access if students are making the necessary progress needed to accomplish year end goals.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To show an increase of 3-5% in the number of students at the Ralph Bunche School in grades K-5 making at least 1 year of progress in mathematics by June 2011.</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"> ➤ To expand teacher knowledge, comprehension and utilization of the data resources (i.e. Acuity reports, ATS data, summative and formative assessments, etc.) specific to mathematics instruction through enhanced professional development activities. School staff responsible for implementation: Administrative and cluster teaching staff. Timeline: ongoing. ➤ To maintain and enhance all resources and materials affiliated with the “Workshop Model” for mathematics. School staff responsible for implementation: Administrative, teaching and support staff. Timeline: ongoing ➤ To continue and expand upon the current academic interventions utilized to increase academic support for youngsters who are performing below and just below state standards in mathematics. School staff responsible for implementation: Administrative, teaching and support staff. Timeline: ongoing ➤ To continue to increase academic interventions for youngsters who are performing at or above state standards in mathematics. School staff responsible for implementation: Administrative, teaching and support staff. Timeline: ongoing
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax levy teachers, Title I personnel, early grade funding and C4E allocations will be utilized to sustain the various grouping models and resources needed to uplift the instructional outcomes for at risk, average and advanced learners in mathematics.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Acuity ITA’s, formative and summative assessments (including the NYS Mathematics exam) will be utilized periodically as the instruments of measure in order to access if students are making the necessary progress needed to accomplish year end goals.</p>

Subject/Area (where relevant): Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student achievement in science through the use of hands on materials and experiments which will result in a 5% increase in student proficiency levels on NYS Grade 4 ELSE exam by June 2011.</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"> ➤ To broaden teacher comprehension of scientific instruction methods through ongoing and continued professional development activities. School staff responsible for implementation: Administrative and cluster teaching staff. Timeline: ongoing. ➤ To acquire and retain specialized staff to support the effective implementation of the science curriculum. School staff responsible for implementation: Administrative staff. Timeline: ongoing. ➤ To institute a pull out program specifically designed to incorporate science, mathematics and technology in order to enable youngsters to effectively compete for future placement in specialized high schools. School staff responsible for implementation: Administrative and cluster teaching staff. Timeline: ongoing. ➤ To ensure the continued and effective utilization of all science resources and materials including, the SCANTEK Lab, Harcourt Science Textbook Series, science related manipulatives and FOSS kits. School staff responsible for implementation: Administrative and teaching staff. Timeline: ongoing.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax levy teachers, Title I personnel, early grade funding and C4E allocations will be utilized to sustain the various grouping models and resources needed to uplift the instructional outcomes for at risk, average and advanced learners in science.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Acuity ITA's, formative and summative assessments (including the NYS Science exam) will be utilized periodically as the instruments of measure in order to assess if students are making the necessary progress needed to accomplish year end goals.</p>

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To show an increase of 10% in the usage and understanding of technological resources (i.e. computers, smart boards, internet, etc.) for students and staff at the Ralph Bunche School by June 2011.</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"> ➤ To continue to update the school’s existing computer labs in order to enhance curriculum interdisciplinary instruction. School staff responsible for implementation: Administrative and cluster teaching staff. Timeline: ongoing. ➤ To enhance and intensify science and mathematics instruction through the incorporation of technology resources. School staff responsible for implementation: Administrative, teaching and support staff. Timeline: ongoing. ➤ To broaden teacher comprehension of technological resources through ongoing and continued professional development activities. School staff responsible for implementation: Administrative and cluster teaching staff. Timeline: ongoing.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax levy teachers, Title I personnel, early grade funding and C4E allocations will be utilized to sustain the various grouping models and resources needed to uplift the instructional outcomes for at risk, average and advanced learners in technology.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Enhanced utilization of Acuity data reports and the effective application of technology resources.</p>

Subject/Area (where relevant): Arts Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To expand the instruction of the fine arts at the Ralph Bunche School through attaining a 10% increase in student registers in the after school arts program by June 2011.</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"> ➤ Continuation of the instrumental music instructional program offered by staff members during the school day. School staff responsible for implementation: Administrative and cluster teaching staff. Timeline: ongoing. ➤ Continuation and expansion of the Arts after school program offered in the Spring to the students in grades, 3, 4 and 5. School staff responsible for implementation: Administrative staff. Timeline: ongoing.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Teachers</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Enhanced presentations in the arts for music and the visual arts.</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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	4	4	N/A	N/A	4	-	-	-
1	10	10	N/A	N/A	-	-	-	-
2	10	10	N/A	N/A	-	-	-	-
3	25	25	N/A	N/A	5	2	1	-
4	22	22			8	2	1	-
5	25	25			8	2	1	-
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- 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. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Academic Intervention Services for ELA at risk students are provided through small group and individualized instructional strategies during the school day. Intensified instruction for struggling students who are two or more years below grade level is provided through the Wilson program daily. The after school program also offers daily support for struggling learners.
Mathematics:	Academic Intervention Services for mathematics students deemed at risk are provided through small group and individualized instructional strategies during the school day. Remedial instruction in math utilizing current software programs is provided through the mathematics computer lab daily. The after school program also offers support for struggling math learners.
Science:	Designated push-in periods allow the science cluster teacher to offer additional support to students who are experiencing difficulty embracing various concepts in science daily.
Social Studies:	Pull-out periods dedicated to providing small group instruction to students struggling to embrace difficult concepts in Social Studies is provided by Title I staff during the school day.
At-risk Services Provided by the Guidance Counselor:	The guidance counselor provides assistance for students in need on an at risk basis as they are identified.
At-risk Services Provided by the School Psychologist:	The school psychologist provides assistance for students in need on an at risk basis as they are identified.
At-risk Services Provided by the Social Worker:	The social worker provides assistance for students in need on an at risk basis as they are identified.

At-risk Health-related Services:

The health related service provider provides assistance for students in need on an at risk basis as they are identified.

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

NCLB/SED requirement for all schools

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 531	District 29	School Number 132	School Name Ralph Bunche School
Principal Dr. Alicia Davis		Assistant Principal Mr. Machael Spencer-Edwards	
Coach		Coach	
Teacher/Subject Area Helene Scher, ESL		Guidance Counselor Relda Barry-Grant	
Teacher/Subject Area Susan Candiotti		Parent Ms. Cheryl Rochelle	
Teacher/Subject Area		Parent Coordinator Marvel Belton	
Related Service Provider		Other	
Network Leader Althea Serrant/Joseph Blaize		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
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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
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C. School Demographics

Total Number of Students in School	425	Total Number of ELLs	9	ELLs as Share of Total Student Population (%)	2.12%
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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.

At registration, parents of students who are first time NYC public school admits are requested to complete a Home Language Identification Survey (HLIS) in their native language. The ESL teacher screens the surveys in order to determine LAB-R eligibility. Students who meet the LAB-R criteria are then given the exam within the first 10 school days of their admission by a certified ESL teacher. Depending upon the scores that the students receive, parents are informed of appropriate placement. Parents of students who score at the proficiency level on the LAB-R receive notification. In addition, parents of students who score at the beginning, intermediate and advanced levels on the LAB-R are invited to attend an ESL Parent Orientation. At this time parents are informed of the choices they have regarding the placement of their children by watching a Choice of Program video in their native language and completing a Parent Survey and Program Selection form in their native language. Parents learn about ESL instruction and policies through parent orientation meetings and parent teacher conferences during the year. Parents, who are unable to attend, receive the form by mail and are reminded to attend the next meeting. If a parent requests a first choice of a TBE program they are notified of the

procedure involved.

Every spring a NYSESLAT eligibility report is run in order to accurately identify the ELLs who need to be tested. The NYSESLAT is administered by the certified ESL teacher.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	0	3	1	3									9
Total	2	0	3	1	3	0	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	8
Special Education	2		

SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	
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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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	8	0	2	1	0	0	0	0	0	9
Total	8	0	2	1	0	0	0	0	0	9

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

C. Home Language Breakdown and ELL Programs

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

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													

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	
	EL L	EP	ELL	EP	ELL	EP	ELL	EP	EL L	EP	EL L	EP								
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other __																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _	Number of third language speakers: _	
Ethnic breakdown of EPs (Number):		
African-American: _	Asian: _	Hispanic/Latino: _
Native American: _	White (Non-Hispanic/Latino): _	Other: _

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here:

The ELLs at PS 132 receive their mandated units of services through a Freestanding ESL pull out program model. Beginners and Intermediates are given 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes per week. For newcomers all classrooms have a print rich environment that includes labeling of classroom items. Books are selected that are highly predictable, have repetitive patterns and strong picture support. Language function, language structures and vocabulary lessons will be integrated in all content area lessons. At PS 132 the ESL teacher supports the efforts of the students' mainstream teachers. Teachers scaffold academic language to support students' participation in content areas. Teachers model, use visuals, realia, and other ESL strategies to support students' conceptualization of the academic content. Teachers differentiate instruction in order to align with students' prior knowledge, learning, and language needs. Our goal is to move ELLs from beginner level to proficiency level as quickly as possible.

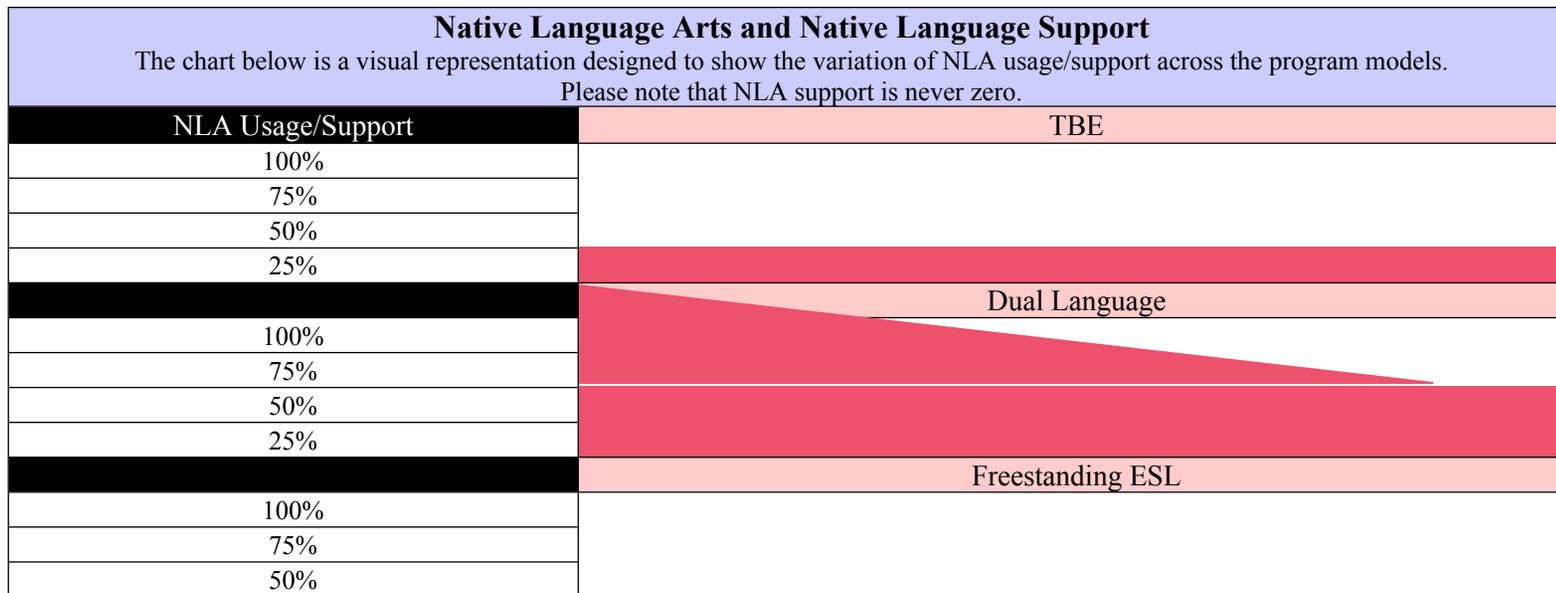
At PS 132 content area instruction is aligned with the NYS standards and those ESL strategies are infused into content instruction. Students use books from leveled libraries and content area subjects. Other materials to promote reading, writing, listening and speaking include Words Their Way with English Learners, Month-by-Month Phonics, Building Literacy with Interactive Charts, Jazz Chants by Carolyn Graham and tapes with picture books.

As per the NYSESLAT test results, analysis for ELLs receiving service 4 to 6 years indicates additional instruction in writing mechanics and reading comprehension skills is needed. These goals will be accomplished by immersing the students in a wide range of activities to promote reading comprehension and written expression. Language functions, language structures and vocabulary lessons will be planned to align with each unit of content area instruction. Instruction will be differentiated to meet ELLs learning and language needs.

All ELLs who are already identified having special needs will be serviced as per their IEP.

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

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here:

Daily Academic intervention Services are in place from 9:05-9:55. This provides small group instruction throughout the school. High visibility amongst the SBST staff members provide early intervention identification of students who may be in need of additional service. Due to the lack of funding this year, there are no after school programs available to support the ELLs. Beginning in January 2011 a program will be offered on Saturday to support the ELLs who are going to take the New York State content area exams in the spring. The ELLs who have reached proficiency on NYSESLAT will transition into the school's Reading Program for continued support. Test modifications will be provided for an additional two years.

Bilingual content area dictionaries are available for students.

At PS 132 content area instruction is aligned with the NYS standards and those ESL strategies are infused into content instruction. Students use books from leveled libraries and content area subjects.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here:

The ESL teacher will provide the staff ongoing ESL training workshops for strategies and resources to help ELLs meet the standards as well as meet their minimum 7.5 hours of ELL training. Throughout the year ESL resource books and materials will be provided to the classroom teachers as well as information regarding best practices in ESL.

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?

Throughout the year parents are kept informed through regular meetings. They are encouraged to participate in all programs and workshops dealing with topics to increase student success. If necessary, translations will be provided.

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

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

	A			1		1								
	P													

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

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

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

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

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

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other ___				
Other ___				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here:

ECLAS-2 and TCRWP are used to assess the early literacy skill of ELLS. Based on ECLAS-2 the common academic proficiencies for ELLs are decoding, spelling and sight words. The use of the NYSESLAT modalities and analysis report (RNMR) is used to drive instruction. There is an evident pattern in proficiency levels across the grades. Our beginners initially need a focus on all four modalities- Reading, Writing, Listening and Speaking. As they progress to intermediate and advanced levels, the focus shifts to Reading and Writing. The evaluation of the success of the ELLs is based upon teacher observation ,student portfolios, ongoing articulation with classroom teachers and students' ability to move up proficiency levels quickly. The focus on fluency is always the main goal for our ELLs.

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.

Additional Information

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 __		

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,2,3,4 Number of Students to be Served: 9 LEP _____ Non-LEP _____
 Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

N/A

Professional Development Program – Describe professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Throughout the year teacher are trained in ESL strategies and best practices in ESL. Teachers have the opportunity to share with each other working closely together in teams. Staff developers present workshops to boost staff confidence and expertise.

Section III. Title III Budget

School: _____ BEDS Code: _____

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed

account for fringe benefits) - Per session - Per diem		teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000) 	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500) 	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.

In order to fully assess the written translation needs of ELL parents at PS 132Q, the Ralph Bunche School, the parent coordinator conducted an informal survey of their needs. The survey revealed the need to provide written translation of school documents in

Spanish. School documents include but are not limited to the following: Principal newsletters, PTA letters, school calendars, school brochures and parent notices. In order to ensure that all ELL parents are provided with the appropriate and timely information in a language that they understand staff members fluent in the various dialects of the parent population will be on hand and available at parent orientations and meetings in order to meet their oral translation needs. The written translation needs of ELL parents will be met through services provided by the Translation program at Queens College.

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.

As stated above the major findings particular to the ELL parent population indicated a need to provide written and oral translation services in Bengali and Spanish at school meetings and for all pertinent written school documents.

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 written translation needs of ELL parents will be met through services provided by the Translation program at Queens College, a free service provided to non for profit agencies and organizations.

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.

(Question #2 con't.)

The oral translation needs of ELL parents will be met by staff members fluent in the specific dialect of the parent. The staff member will attend PTA meetings and school functions and will provide all translation of the meetings contents when necessary.

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>.

Upon registration to the school, all parents are required to complete a Home Language Survey form. After a careful review of the parent responses to the survey's contents, eligible students/parents are referred to the appropriate school staff.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	173,071	11,118	184,189
2. Enter the anticipated 1% set-aside for Parent Involvement:	1731	111	1842
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8654	*	
4. Enter the anticipated 10% set-aside for Professional Development:	17307	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

September 2010

Class: _____

COMPACT FOR EDUCATIONAL SUCCESS

P.S. 132Q, The Ralph Bunche School, has established this Compact for Educational Success in order to foster the academic improvement of our students, so that each and every child will be able to attain their self selected academic goal. We believe this can be done with the planned partnership of parents, students and teachers.

Within the following sections of this compact the specific responsibilities of parents, teachers and students are highlighted. Your child’s self selected goal for academic success is also indicated below. After you have carefully reviewed the contents of this compact, please sign where indicated. Your signature will reflect your full cooperation.

Parents’ Responsibilities

We will:

TEMPLATE - MAY 2010

- Make sure our child attends school regularly, is on time, and is prepared to learn, with homework completed.
- Support the instructional skills that our child has learned each day.
- Do activities at home, like the School-Home Links that continue our child's classroom learning at home.
- Read with or to my child for 30 minutes each day, five days a week.
- Get a library card for our child, and encourage our child to bring reading materials from the library into the home.
- Attend parent-teacher conferences and communicate frequently with our child's teacher, through notes and conversations, about how well our child is doing.

Student's Responsibilities

I will:

- Come to school on time and be ready to learn.
- Pay attention to my teachers, family, and tutors, and ask questions when I need help.
- Ask my family to read to me or with me for 30 minutes each day, five days a week.
- Complete my homework on time in a thorough and legible way.
- Welcome help from my family on my homework and papers.
- Return signed homework and papers to school.

Teacher's Responsibilities

I will:

- Provide quality teaching and leadership to my students and their families.
- Communicate frequently with families and tutors about my students' progress in reading and show them how they can help.
- Coordinate with other programs to make sure nightly assignments do not exceed time limits.
- Recognize that students are accountable for every assignment.
- Participate in meaningful professional development in how to teach reading, how to communicate with families, and how to work with tutors.
- Hold at least two parent-teacher conferences a year.

Teacher's Signature

Student's Signature

Parent's Signature

My educational goal is: _____

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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

**** (See pgs. 10-17, 20-21, and 35-36)**

3. Instruction by highly qualified staff.

Presently, all staff at PS 132Q are highly qualified.

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

Professional development activities will continue to hone the staff skills necessary for assisting students in meeting the State's academic standards.

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

The new teacher candidate committee will continue to rigorously review teacher resumes as teacher vacancies become available. Only those candidates that fit the criteria of a highly qualified teacher will be invited for interviews and demonstration lessons.

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

Informal and formal surveys were utilized to establish parent interest for various workshops and school events. School events and activities which generated the greatest parent interest were subsequently used to plan parent involvement activities for the year.

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.

Parent meetings and workshops that provide specific information regarding transitioning students from early childhood programs to local elementary school programs are offered to parents of pre-kindergarten students throughout the year.

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.

Membership in the school's inquiry team allows the teaching staff to become more involved in the decision making process regarding the use of academic assessments as well as the improvement of student achievement within the school's current instructional programs.

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.

**** (See pgs. 10-17, 20-21, and 35-36)**

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.

N/A

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	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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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.

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

		Schoolwide Program (<u>R</u>)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<u>R</u>)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

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.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

Currently, PS 132Q has two (2) students from temporary housing facilities.

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

The identified students receive at risk counseling services, academic intervention support services and after school instructional support.

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 132 Ralph Bunche					
District:	29	DBN:	29Q132	School		342900010132

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded		
	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	53	53	54		94.1	94.9	94.5
Kindergarten	45	48	68				
Grade 1	50	54	47				
Grade 2	57	50	59				
Grade 3	55	58	49	Student Stability - % of Enrollment:			
Grade 4	57	81	74	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	65	51	72		93.1	95.4	94.6
Grade 6	0	0	0				
Grade 7	0	0	0	Poverty Rate - % of Enrollment:			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	0	0	0		56.6	69.1	67.8
Grade 10	0	0	0				
Grade 11	0	0	0	Students in Temporary Housing - Total Number:			
Grade 12	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	0	0	0		0	2	1
Total	382	395	423	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	0	0

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	16	14	15	Principal Suspensions	2	1	6
# in Collaborative Team Teaching (CTT) Classes	10	0	7	Superintendent Suspensions	3	2	1
Number all others	17	20	19				

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				
# in Dual Lang. Programs	0	0	TBD	Number of Teachers	31	31	28
# receiving ESL services only	3	2	TBD	Number of Administrators and Other Professionals	7	7	4
# ELLs with IEPs	0	1	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	6	2	6
--	--	---	---	---

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.3	61.3	92.9
				% more than 5 years teaching anywhere	64.5	64.5	92.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	87.0	96.4
American Indian or Alaska Native	1.0	0.5	0.9	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	92.1	93.9	94.1				
Hispanic or Latino	4.2	3.3	4.3				
Asian or Native Hawaiian/Other Pacific	0.8	0.3	0.2				
White	1.3	0.5	0.5				
Male	50.0	46.8	48.9				
Female	50.0	53.2	51.1				

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	36.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	19.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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

Dear LCPS,

Please review this school's CEP because LAP is embedded at the end of document.

Thanks.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 29Q132

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:	173,071	11,118	184,189
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,731	111	1,842
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8,654	*	
4. Enter the anticipated 10% set-aside for Professional Development:	17,307	*	

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	X			145,379	X	13-15 42
Title I, Part A (ARRA)	Federal	X			11,007	X	13-15 42
Title II, Part A	Federal	X			11,665	X	13-15 42

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						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	X			1,772,628		