



[ROY WILKINS SCHOOL – PS 136Q]

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 29Q 136

ADDRESS: 201 – 15 115TH AVENUE ST. ALBANS, NY 11412

TELEPHONE: (718) 465-2286

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 136Q **SCHOOL NAME:** Roy Wilkins School

SCHOOL ADDRESS: 201 – 15 115th Avenue St. Albans, New York 11412

SCHOOL TELEPHONE: (718) 465-2286 **FAX:** (718) 464-0040

SCHOOL CONTACT PERSON: Ms. Tanya Walker **EMAIL ADDRESS:** Twalker@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Kenya Purvis

PRINCIPAL: Ms. Tanya Walker

UFT CHAPTER LEADER: Ms. Kenya Purvis

PARENTS' ASSOCIATION PRESIDENT: Ms. Shirley Jackson (Co-President)

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 **CHILDREN FIRST NETWORK (CFN):** 2.05

NETWORK LEADER: Dr. JoAnne Joyner - Wells

SUPERINTENDENT: Mr. Lenon C. 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
Ms. Tanya Walker	*Principal or Designee	
Ms. Kenya Purvis	*UFT Chapter Chairperson or Designee	
Mr. James Goveia	*PA/PTA President or Designated Co-President	
Ms. Shelly Jackson	PA/PTA President/Co-President	
Ms. Sharlina Goveia	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Ramella Hargrove	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Mary Helen Holcombe	CBO Representative, if applicable	
Ms. Lorraine Powell	Member/Teacher	
Ms. Kemaleeka Davidson	Member/Teacher	
Ms. Michelle Johnson-Welch	Member/Parent	
Ms. BadiaThomas	Member/Parent	
Ms. Boatemo Sonyika	Member/Parent	
	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.

Named after the prominent civil rights leader, The Roy Wilkins School was built in 1927. Our fine school is quietly nestled within the heart of the St. Albans, Queens community--the home of many famous Jazz musicians including Billie Holiday, Count Basie, Ella Fitzgerald, Lena Horne and James Brown.

It is the mission of the Roy Wilkins School—PS 136Q school community to collaborate with staff, students, and parents to develop and maintain a nurturing, student-centered learning environment. By consistently utilizing data and a rigorous curriculum, we work towards providing optimal learning experiences that meet the needs of all students and empowers them to strive for success.

We are a "Community of Believers" who recognize and celebrate the diversity within our population. The staff focuses on the individual learning and fulfilling each students' academic and social needs. The Roy Wilkins School expects that all students will achieve their full potential.

Some of the academic and social supports for staff, students and families within our school community are:

- Common preps each day for each grade for teachers to engage in grade wide planning
- Professional Learning Team Meetings monthly with School Administration to communicate goals, set standards of expectations, share best practices and review/engage in inquiry team work
- Pupil Personnel Committee Meetings (one week upper grade/next week lower grade) to ensure that all students are receiving proper support, mandated or at risk.
- Targeted curriculum enrichment weekly for each grade where students have an opportunity to practice skills in ELA, Mathematics, Social Studies and Science.
- Two guidance counselors (one for upper, the other for lower grades) to meet emotional needs in individual and group settings
- The guidance counselors also work with students and parents as necessary on understanding the connection between educational attainment and personal achievement.
- Clubs provide students with alternate opportunities to express themselves and their talents. Clubs include: lunch clubs, art, computer, chess, dance, sports, basketball team (varsity/junior varsity) , chorus, nutrition, future teachers, student council, student leadership and honor society, drums, pep and cheerleading
- Specialized clubs for students who have adjustment concerns: Twins Club, Eyeglasses Club, Boys Club and Fitness Club
- Teacher Team Meetings once a week devoted to looking at student work.

On daily basis, our students engage in small group data driven instruction in all core subjects. In addition, we have the following staff members who provide services to our students on a daily/weekly basis

- 1 Art teacher, General Music Teacher, Piano Teacher, and Physical Education Teacher
- 1 Math Integration Teacher, Spanish Teacher and 1 Integrated Technology Teacher

- 1 ESL Teacher, Occupational Therapist, Physical Therapist and 2 Speech Teachers
- 1 SETTS Teacher
- Academic Intervention Targeted Support (extended day and 30 minutes during the Reading or Math Blocks) provided by the staff members listed above

Perhaps our greatest achievement, however, is the warmth that radiates from our children as you travel throughout our hallways. The students exude a confidence that we work daily to build. They know unequivocally that we **believe** in them. They take comfort in the fact that they are loved.

PS 136Q – The Roy Wilkins School

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
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									
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2									
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5									
Grade 6				Students in Temporary Housing: Total Number					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8									
Grade 9				Recent Immigrants: Total Number					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12				Suspensions: (OSYD Reporting) – Total Number					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:									
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									

DEMOGRAPHICS								
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions				
Number all others				Superintendent Suspensions				
<i>These students are included in the enrollment information above.</i>								
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number				
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade								
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								

DEMOGRAPHICS							
Female							

2009-10 TITLE I STATUS				
<input type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="radio"/> 2006-07	<input type="radio"/> 2007-08	<input type="radio"/> 2008-09	<input type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:			ELA:			
	Math:			Math:			
	Science:			Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

Student Performance Trends

In conducting a comprehensive review of the school's educational program, we examined student performance trends in all subject areas. The findings are detailed below.

ELA (Grades K-2)

Based on data from the 2010 NYS ELA exam, less than 25% of our students in Grade 3 are meeting or exceeding proficiency level in literacy. However, the data from the 2010 E-CLAS-2 and independent reading running records indicate that more than half of our Grade 2 students are meeting or exceeding grade level, and nearly 40% of students in Kindergarten and Grade 1 were on Grade Level in 2010.

ELA (Grades 3-5)

In terms of literacy for Grades 3-5, we have experienced a sharp decline in students meeting or exceeding proficiency level on the NYS ELA scores for 2010 in comparison with the scores for 2009.

Grades	Percentage of Students Meeting or Exceeding Proficiency Level (Levels 3 and 4)	
	2009	2010
3	47	19
4	61	23
5	74	26
Total	60.8	23

NYS ELA Results 2009-10

We are continuing to monitor and take corrective action to increase performance levels in Grade 3. There is a disparity between the students being identified on or above grade level the second grade, and the percentage of students performing at levels 3 and 4 in Grade 3. We are concentrating efforts in the lower grades to make sure students are prepared for the academic rigor and NY State exams in Grades 3-5.

Similarly, we are also closely monitoring the scores of our students with IEP's. We are closely examining our curriculum, focusing on small group instruction, reading stamina, professional development and test sophistication in order to raise our scores for Special Education on the NYS ELA exam.

Mathematics (Grades K-5)

After making strides in 2007-2009, our scores declined in 2010 in terms of mathematics.

NYS Mathematics Results 2009 - 10

Grades	Percentage of Students Meeting or Exceeding Proficiency Level (Levels 3 and 4)	
	2009	2010
3	81	26
4	80	42
5	78	43
Total	79.7	37

In our lower grade classes, we are still focusing on conferring and small group instruction in the area of mathematics. According to surveys conducted by the school inquiry teams and unit exams given by the teachers, we have not made significant gains in mathematics.

Social Studies

In the area of Social Studies, teachers have increased resources for planning and implementing lessons due to a comprehensive scope and sequence map (at a glance) which highlights each month and the subject matter that is to be taught. In addition each teacher refers back to the NYS Social Studies Guide for instruction so that the depth of the subject can be attained. We are able to showcase this focus on the content areas through our inside and outside bulletin boards.

Science

In the area of Science as well, teachers have increased resources for planning and implementing lessons due to a comprehensive scope and sequence map (at a glance) which highlights each month and the subject matter that is to be taught. In addition each teacher refers back to the NYS Science Guide for instruction so that the depth of the subject can be attained.

Other Indicators of School Progress

Some other indicators of school progress are the continued professional collaboration amongst our staff members and the social and emotional growth of our students. Expectations for students are now part of the planning process, and administrators, teachers and students set goals for learning and improvement. Our school has remained stable in terms of occurrence reports and overall school suspensions. There has also been a continued increase in opportunities for extracurricular activities such as basketball and performing arts, as well as in-school enrichment clubs to develop the whole child. The Positive Behavior Intervention Support Initiative (PBIS) continues to serve as a resource to help us reach our goals for social and emotional growth. We will continue scheduling and collaborative activities to help our students grow and achieve through teamwork and a learning community

Performance Trends

The student performance trends that we can identify from the data are as follows: while we have made tremendous gains over the past three years, we have now met with a decline for the 2010 NYS test results. Grade Three is still consistently performing lower than Grades 4 and 5, and we are greatly focusing on the lower grades (K-2) to ensure that students will be prepared for grades 3-5. We currently have cluster teachers pushing in for AIS in the third grade classes to pull small groups during the independent reading portion of the Balanced Literacy Period. We continue to work closely with the second grade classes to ensure that they are doing sufficient comprehension work to help students transition from second to third grade. Also, a variety of intervention programs are being utilized to help students meet proficiency level in all subject areas.

Greatest Accomplishments

One of our greatest accomplishments over the past school year has been the improvement in the social and emotional growth of our students, and the collaboration and cultivation of a professional learning environment. These accomplishments are so very important because the tone and climate of the school, as well as the social and emotional growth of our students is crucial to the overall progress of our school as a whole. One of the most important links to achievement is teacher collaboration, planning and the sharing of best practices. We were able to cultivate this area greatly during the 2009-2010 school year, and we plan to continue along these avenues to help us improve even more during the 2010-11 school year.

Significant Aids/Barriers

One of the most significant aids to school progress continues to be the clear vision that has been established and communicated. It is a vision of high expectations and success for all students.

Also, scheduling has been designed to provide the time and professional development to help teachers collaborate effectively in our Professional Learning teams, common preps, articulation meetings and professional learning workshops. The information shared is then followed up through walkthroughs, inter visitation, discussions and observations.

Our Parent Teacher Association is also on board to help disseminate information, keep the lines of communication open and to consistently contribute to the achievement of our school.

A major barrier to our success continues to be budgeting. Additional personnel for AIS would help our students to strengthen weak areas and meet set benchmarks in ELA and Mathematics.

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.

Based on the findings and implications from the comprehensive needs assessment the following Annual School Goals were developed:

- 1. To improve instruction in our Special Education (Self –Contained and ICT) classrooms and to increase the level of performance in ELA and Mathematics for these targeted students. 25% of our Special Education students will increase the level of performance in ELA by 3% and Mathematics by 3% on the Spring 2011 Assessment.**

As evidenced by data from our 2009-2010 Progress Report and Accountability Report, a lower percentage of students in Special Education are meeting proficiency levels in ELA and Math on the NYS exams than those in general education. It is our expectation that all students in Special Education and self-contained classes at PS 136Q will meet established benchmark levels for ELA and mathematics.

- 2. To focus our efforts on the improvement of instructional pedagogy of classroom and support staff in English Language Arts and Mathematics that would result in increasing the percent of students scoring in Levels 3 and 4. 3% of our students will increase the level of performance in ELA by 5% and Mathematics by 5%.**

To promote continuous learning in our school community, opportunities for professional collaboration are essential. The collaborative opportunities should be facilitated by school leaders, yet encourage teachers' voices to be heard to foster ownership and professional responsibility. In the 2010-11 school year, PS 136Q continues to recognize the importance of these opportunities, yet keeps in mind that the ultimate evidence will be in student growth in English Language Arts and Mathematics.

- 3. To raise the level of performance and pedagogy in the Early Childhood Grades K – 2. This will be evidenced by movement on ECLAS-2 assessments by 25% across the school year.**

We must concentrate on raising the level of instruction in our lower grade classes (K-2), in order to raise the percentage of students meeting or exceeding proficiency levels in Grades 3-5. We are working to improve student performance at all grade levels.

- 4. To improve the communication, climate, along with perception of safety and respect within the school community by 20% as per the School Safety Committee's Climate Survey.**

In effective schools, expectations, announcements, opportunities and responsibilities are communicated on a daily basis. In efforts to cultivate and continue to develop and maintain clear and open channels of communication. Our goal is to broaden the channels of communication for all members of the PS 136 School Community

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): Goal 1- Special Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve instruction in our Special Education (Self –Contained and ICT) classrooms and to increase the level of performance in ELA and Mathematics for these targeted students. 25% of our Special Education students will increase the level of performance in ELA by 3% and Mathematics by 3% on the Spring 2011 Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Provide teachers with ongoing Professional Development in utilizing data to drive individual students' instruction via one to one meetings, Grade Meetings, PLT's etc. • With support from our SESIS, we will Review/Re- teach Guided Reading strategies. • Reinforce non-fiction reading strategies utilizing Times for Kids. • Implementation of Professional Growth Plans for teachers of Special Education Students, targeting areas in need of improvement – utilizing Danielson as a framework.
<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>	<ul style="list-style-type: none"> • There are no additional budget costs • Ongoing professional development is in place for data driven, small group instruction, Professional development plans have been created for Special Education and SETSS teachers to provide demonstration lessons, inter-visitation sessions and in-house and off-site PD workshops to increase their toolkit of strategies • Extended day is after the official school day (2:20-3:00), and the push-in/pull-out/ data driven small group work takes place during the independent reading block.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Review of monthly benchmarks in reading and writing • Review of monthly unit exams in Mathematics • Reivew of Acuity ITA and Predictive exams • Review of classwork and conference notes • Observations of Teaching and Learning

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): Goal 2- Pedagogy/ Collaboration

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To focus our efforts on the improvement of instructional pedagogy of classroom and support staff in English Language Arts and Mathematics that would result in increasing the percent of students scoring in Levels 3 and 4. 3% of our students will increase the level of performance in ELA by 5% and Mathematics by 5%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • We will schedule Monthly Professional Learning Team Meetings which will focus on planning monthly instructional units. • We will schedule Grade Conferences which will focus on the review of students work utilizing professional protocols. Blythe and Allen will serve as the framework. • We will conduct Faculty Conferences which will focus on Cross Grade Inquiry Teams. • Built into our weekly schedule, we will conduct weekly Inquiry Team Meetings which will focus on examining student data and work.
<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>	<ul style="list-style-type: none"> • There are no additional budget costs in relation to staffing/training • Ongoing professional development is in place via demonstration lessons, inter-visitation sessions and in-house. Off-site PD workshops have been selected as well • Professional Learning Team meetings are built into the schedule weekly for all classroom teachers
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The number of students meeting and /or exceeding the standards will increase a minimum of 5%. • Continuity of instruction across the grade, visible through classroom visitations, lesson planning, displays of student work and culminating projects. • 95% of our students' Reading Levels will increase a minimum of 3 reading levels by the end of the 2010-2011 school year.

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): Goal 3- Early Childhood

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise the level of performance and pedagogy in the Early Childhood Grades K – 2. This will be evidenced by movement on ECLAS-2 assessments by 25% across the school year.</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"> • Review and focus on the literacy block in Early Childhood by implementing a stronger approach to leading, monitoring and clarifying the Balanced Literacy Components in Early Childhood • A various PLT's we will review and re-teach the components of Guided Reading • After receiving Professional Development, we will implement “Buzz About It”, a comprehension of Informational and Expository text in Grades K-2 • After receiving Professional Development, we will implement “Do the Math” (skills practice for numbers and operations) program for Grades K-2
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ul style="list-style-type: none"> • There are no additional budget costs in relation to staffing/training • Ongoing professional development is in place via demonstration lessons, inter-visitation sessions and in-house. Off-site PD workshops have been selected as well • Professional Learning Team meetings are built into the schedule weekly for all classroom teachers
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • The number of students in grades K – 2 meeting / exceeding benchmark levels will increase by 5%. • There will be an increase of at least 5% on school wide Unit exams in Mathematics by students in Grades K -2, across the school year. • 95% of the student reading levels in grades K-2 will increase a minimum of 3 levels.

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.

Goal 4- Communication

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the communication, climate, along with perception of safety and respect within the school community by 20% as per the School Safety Committee's Climate Survey.</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"> • After providing access to computers and training (one on one and group), 100% of all staff members will access the DOE email • After signing in each morning, 100% of all staff members will read the daily announcements which are posted on the staff bulletin board and receive weekly notes from the Principal which highlight weekly accomplishments, instructional goals and data. • Following a consultation meeting with various contingencies within the staff, 100% of all families and staff members will receive a monthly calendar announcing events in the school community (parent workshops, community events, academic activities,etc.) • Greater than 60% of all staff members will rate the school as satisfactory or higher in the categories of safety, respect and effective communication on the Roy Wilkins School Wide Climate survey (generated by the PS 136 Safety Team) • Greater than 60% of all parents and students will rate the school as satisfactory or higher in the categories of safety, respect and effective communication on the Roy Wilkins School Wide Climate survey (generated by the PS 136 Safety Team)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ul style="list-style-type: none"> • There are no additional budget costs in relation to staffing/training • Administrators create fliers, calendars and other correspondence to send home • Administration creates professional development bulletin board.

Indicators of Interim Progress and/or Accomplishment

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

- The number of students meeting and /or exceeding the standards will increase a minimum of 5%.
- Continuity of instruction across the grade, visible through classroom visitations, lesson planning, displays of student work and culminating projects.
- 95% of our students' Reading Levels will increase a minimum of 3 reading levels by the end of the 2010-2011 school 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	38	38	N/A	N/A	2	0	0	6
1	50	50	N/A	N/A	5	0	0	20
2	53	53	N/A	9	1	0	0	18
3	55	55	N/A	N/A	9	0	0	17
4	55	55	55	55	10	0	0	23
5	51	51	40	51	15	0	0	27
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Small group instructional strategies are used and best practices applied in teaching phonemic awareness, phonic skills, word attack skills, vocabulary, and comprehension skills and strategies. These small groups are conducted daily during the independent reading portion of the ELA workshops. Teachers meet with small groups during the Extended Day period and AIS teachers push into classes during the scheduled AIS period.</p>
<p>Mathematics:</p>	<p>Differentiated instruction, based on data, is provided to children in small groups during the School Day, Extended Day period, the AIS period. Data targeted small group instruction takes place daily during this period as well.</p>
<p>Science:</p>	<p>Small group instruction and project based learning takes place during the course of the school day. Differentiated instruction is created through the Harcourt Brace curriculum.</p>
<p>Social Studies:</p>	<p>Small group instruction and project based learning occurs during the course of the school day. Differentiated instruction is created using a variety of materials including Time for Kids and Scholastic Non Fiction Leveled Readers.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>One on one and group counseling is provided to children who display behavior that warrants a need for additional emotional support on a trial basis of 6-8 weeks. At the end of the 8th week a determination is made to mandate or terminate the service.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>One on one counseling is provided to children who display behavior that may endanger themselves or others. Children are observed for a period of 4-6 weeks and a determination is made about the need for further intervention.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Educational Related Support Services which include meeting with children, parents, teachers, and outside agencies are provided to address the social, emotional, and academic needs of children.</p>
<p>At-risk Health-related Services:</p>	<p>The school nurse monitors students on medication for illnesses that are medically documented. An asthma support group which meets for 5 weeks during the school day has also been established to support students with asthma.</p>

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 (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K - 5 Number of Students to be Served: 25 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) General Education Teacher

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

Program Description

The Instructional Program at P.S. 136 is a Freestanding English as a Second Language Program (ESL). Unlike the Bilingual and Dual Language Programs, ESL involves instruction solely in English. Teachers use various methods to help improve students' listening, speaking, reading, and writing skills. Students in stages one and two of language acquisition are instructed through Total Physical Response (TPR). With this method teachers rely on body language to support verbal cues, thereby familiarizing students with basic commands and teaching them about different items/objects around the classroom or school. The use of visual aids, pictures, manipulatives, charts, graphs, and illustrations are very helpful to this group. Teachers also use small group instruction to hone in on specific skills. Students work cooperatively to strengthen reading, writing, and speaking abilities. When appropriate, scheduled computer time permits students to focus on phonemic awareness and oral and written language skills through programs such as *Earobics* and *Rosetta Stone*.

Students who are eligible to take the NYS English Language Arts Exam are provided instruction through *Coach* NYS ELA Exam Preparatory Program, *English at Your Command*, and *Prentice Hall Regents ESL*. All materials assist students in sharpening skills that are targeted on the state exam. The children are divided into four pullout groups with 6-8 members. These groups meet five times a week for a maximum of 75 minutes per session.

The ESL program is the only English Language Learner Program available at PS 136 due to the fact that there are not enough students in one grade-level to assign bilingual instruction. The ESL program has been viewed as successful, particularly if students who begin their training in this program continue throughout their tenure as English Language Learners. The program lasts through the close of the school year and is taught by a fully certified ESL teacher.

Title III (Extension of Services)

As an extension of our ELL program through Title III, we will offer after-school sessions for our English Language Learners in grades 2-5. They will meet two times a week for two hours, from November 2010 through May 2011.

In this program, students will work with Kaplan *SpellRead*, a program specifically designed to assist students in their reading and writing skills. It uses a combination of Linguistics, Reading Strategies and Writing Strategies to ensure student success. The Literacy Coach/ Staff Developer, Ms. Wills-Powell, has extensive training in the *Bel Mondo* program and will focus on Oral Language Development. Ms. Powell will also provide necessary instructional strategies that offer support to the General Ed. teacher.

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

All personnel at the school take an active role with our English Language Learners. At the beginning of the academic year, classroom teachers are informed of the Language Allocation Policy (LAP) and are provided a copy of their students’ NYSESLAT scores. This assists teachers in their planning and allows them to differentiate instruction so that students will achieve academic success.

The LAP Team will meet monthly. Teachers will receive professional development that addresses the following areas:

- Effective strategies for teaching reading, including: Identifying Sequence, Main Idea and theme; understanding literacy terms and types of writing.
- The components of a ninety minute literacy block
- The use of special strategies to meet the needs of Special Education Students and ELLs.
- Using data in academic planning and for differentiating instruction
- ESL strategies and the new ELL standards.

Form TIII – A (1)(b)

School: PS 136Q

BEDS Code: 342900010136

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) -	\$9,978.00	200 hours of per session ELL General Ed teachers to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services -	\$3,000.00	Consultants will work with teachers 2 days a week on development of curriculum enrichment activities
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,400.00	1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books
Travel / Trips and Snacks	\$592.00	Transportation and admittance to Cultural Trips in NYC
Other		
TOTAL	\$15,000.00	

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.

Upon arrival to PS 136Q all families of English Language Learners are required to complete a Home Language Identification Survey. In this survey, the first eight questions determine the whether or not students are eligible for ESL services. This data also provides the school with information regarding the family's need for written and oral communication in their home language. All documents sent home are then translated into the home language and sent on the same day as the non translated correspondence.

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.

Based on completed Home Language Identification Surveys, it has been determined that more than 50% of families of English Language Learners require translated correspondence as well as oral translation services.

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 translation team consist of 1 Educational Assistant and 1 School Aide. We also have 3 teachers who are bilingual, 1 school secretary and our ESL teacher who are bilingual. In the event parents visit the school and translations services are needed, we contact one of the above team members to assist. Documents which are sent home and need to be translated are given to the team members listed above for translation

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.

Translation Team members are available during all parent meetings, workshops and orientations to support parents of English Language Learners.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents of English Language Learners needing translation services will receive correspondence in their home language. The Translation Team is notified immediately regarding the need for written translation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$366,500.00		\$
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,665.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,523		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	\$36,650.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-11 school year: 100%
9. If the percentage of high quality teachers during 2010-2011 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.

Mentoring, Professional Development opportunities including lunch and learn, PLT, intervisitation and grade planning in school as well as off site PD with opportunities to earn p and g credits. However, some of the highly unqualified teachers have the educational requirement but are lacking the years of experience.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-2010 Title I Parent Involvement Guidelines available on the NYCDOE website.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-2010 Title I Parent Involvement Guidelines available on the NYCDOE website.

1. School Parental Involvement Policy

P.S 136Q agrees to implement the following statutory requirements:

- To incorporate a parent involvement policy into its school improvement plan.

- The school, in consultation with parent of participating children, will establish activities, services, and programs consistent with Title 1, Part A of the Elementary and Secondary Education Act (ESEA).
- Hold a general “Curriculum Information Night” meeting for all parents as early as possible in September to allow parents to learn about curriculum, standards, and promotional requirements.
- Involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement is spent.
- Include parents, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- Offer parent training workshops that will provide information on ways to assist learning.
- The school, to the extent practicable, will provide full opportunities for participation of all parents by making appropriate accommodations for those with limited English proficiency, parents with disabilities, and parents of migratory children.
- Provide parents with information and school reports as required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- Communicate with parents regularly regarding student’s academic learning, and other school activities.

Implementing Parent Involvement Activities

P.S 136 will take the following actions to involve parents in the joint development of its school parental involvement plan:

- Work in conjunction with the PTA to provide information to parents regarding academic curriculum and activities of the school and its PTA.
- Establish a School Leadership Team (SLT) committee which will hold regular meetings and will sponsor activities to promote parent involvement in the school community.
- Notify parents of upcoming meetings and events on monthly school calendar.
- Parent Coordinator will contact parents directly regarding meetings and training.
- Post information on the school’s website.
- Disseminate information by sending notices home.

P.S 136 will provide the following actions to involve parents in the process of school review and improvement:

- Encourage participation in parent survey
- Involvement in the Quality Review
- Hold monthly SLT meetings
- Provide parent training/workshops
- Offer technology workshops

P.S 136 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by:

- Training parents to access Acuity
- Providing various resource materials on strategies to assist student learning
- Conducting workshops in Math, English Language Arts, ESL, Science and Social Studies.
- Planning a Literacy Night to emphasize the importance of reading
- Planning a Math Night to highlight effective math strategies that parents and students can practice in their homes.

P.S 136 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Questionnaires/surveys will be distributed semi annually to parents at PTA meetings. Parents will be asked to rate the content and effectiveness of activities and barriers to participation and provide comments. The responses will be reviewed by a committee, members of the SLT team, and the information gleaned will be used to design strategies to increase parent involvement.

P.S 136 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parent, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in the paragraph
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

During the first month of school a Curriculum Night workshop will be conducted to inform parents of curriculum, State standards, assessments, and promotional requirements. The school will provide written materials detailing when curriculum, standards, and informational workshops will be conducted. Each month parents will receive an update of what their students will be learning in all curriculum areas and throughout the school year parent workshop will be conducted by a variety of staff members to familiarize parents with standards and curriculum in ELA, Math, Science and Social Studies.

In addition to the 3 city wide report card distribution dates, PS 136Q will send parents 3 progress reports. These reports will provide parents with a comprehensive update on their child's academic and social development in school.

- b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, appropriate, to foster parental involvement, by:
 - Providing workshops to help parents prepare for the State ELA and Math exams.
 - Training parents to use Acuity to obtain information and monitor their child’s progress
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Providing each staff member with a School Handbook which outlines guidelines for parent interaction
 - Encouraging staff members to attend PTA
 - Forming school committees to plan and organize a Health Fair
 - Inviting all staff members to participate in our annual Literacy Night Pajama Party
 - Soliciting participation of all staff members in our annual Math Game Night
 - Planning trips for SLT members and families of participating students.
 - Training parents to become Learning Leaders as part of the Parent Volunteer Program.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with our preschool program and with the Head Start programs in the community, by:
 - Attending parent information sessions held at neighborhood Day Care Centers/Head Starts
 - Hosting school tours to prospective parents.
 - Providing information to local Head Start Programs.
 - Forming a partnership with our local library.
- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Letters/notices will be printed on school stationary and backpacked.
 - Notices will be displayed on the main bulletin board in the Pre Kindergarten/Kindergarten Suite and in the parent room 103.

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. **Please See Needs Assessment**

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: **See Goals 1 & 2 and Correlated Action Plans**
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. **See Part B Description of Academic Intervention Services**
 - Help provide an enriched and accelerated curriculum. **See Action Plan 1 B**
 - Meet the educational needs of historically underserved populations. **See Goals 1 & 2, Action Plans for SETTS, ELL and Key Findings**
 - 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. **See AIS Counseling Services**
 - Are consistent with and are designed to implement State and local improvement, if any. **See Action Plans 1,2 & 3**

3. Instruction by highly qualified staff. **See Goal #4 and Key Findings**

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 School wide Program to meet the State's student academic standards. **See Goal # 4**

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

6. Strategies to increase parental involvement through means such as family literacy services. **See Parent Involvement/Compact**

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. **See Parent Involvement/Compact**

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. **See Goals # 3 and 4**
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 Academic Intervention Services and Goals 1 & 2**
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. **See Goal #5**

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;
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

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

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.

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.

Part B: For Title I Schools Identified for Improvement

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.

School Under Registration Review (SURR)

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

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.)

We currently have 10 students identified as living in temporary housing.

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

For students we offer counseling groups, lunch clubs, academic interventions services and enrichment clubs. In the event staff member notice needs, our Guidance Counselor will purchase the necessary items ie: uniforms, school supplies, shoes, under garments.

For parents we offer monthly workshops on the development of academic and social skills. In addition, our Parent Coordinator is available to host one on one meetings regarding resume writing, grooming and etiquette.

Funding will be provided for students to attend all school trips, in the event they are requested.

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.

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 the borough Integrated Service Center (ISC) or Children

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-2011

This appendix will not be required for 2010-11

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 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 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 136 Roy Wilkins						
District:	29	DBN:	29Q13	School		342900010136	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	36	36	35		92.8	92.2	93.1
Kindergarten	104	92	98				
Grade 1	131	131	114	Student Stability - % of Enrollment:			
Grade 2	106	121	107	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	125	102	103		85.9	90.0	87.5
Grade 4	118	121	114				
Grade 5	105	113	118	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7	0	0	0		62.2	69.7	69.4
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11	0	0	0		15	22	25
Grade 12	0	0	0				
Ungraded	0	3	5	Recent Immigrants - Total Number:			
Total	725	719	694	<i>(As of October 31)</i>	2007-	2008-	2009-
					3	7	2
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	43	45	53	Principal Suspensions	11	1	0
# in Collaborative Team Teaching (CTT)	0	4	9	Superintendent Suspensions	4	3	3
Number all others	40	46	30				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes	0	0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only	26	28	TBD		48	51	52
# ELLs with IEPs	1	5	TBD	Number of Teachers			
				Number of Administrators and Other Professionals	12	13	9
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	5	5	10

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	97.8
				% more than 2 years teaching in this school	64.6	76.5	86.5
				% more than 5 years teaching anywhere	75.0	70.6	75.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		88.0	90.0	92.3
American Indian or Alaska Native	0.6	0.1	0.1	% core classes taught by "highly qualified" teachers	87.7	78.0	98.4
Black or African American	90.3	90.8	92.9				
Hispanic or Latino	3.9	4.7	4.6				
Asian or Native Hawaiian/Other Pacific	0.7	0.7	0.4				
White	1.8	2.1	1.7				
Male	47.6	46.3	47.4				
Female	52.4	53.7	52.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	X	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
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	-	-					
White	-	-					
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	3	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	41.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	0.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 205	District 29	School Number 136	School Name The Roy Wilkins Scho
Principal Ms. Tanya Walker		Assistant Principal Ms. Teresa Wilkinson	
Coach Ms. L. Powell (ELA)		Coach Ms. V. Deshommers(Math)	
Teacher/Subject Area Zerin Rahman		Guidance Counselor Ms. Dale Gibson-Wallace	
Teacher/Subject Area type here		Parent	
Teacher/Subject Area type here		Parent Coordinator Ms. Geneva Trotman	
Related Service Provider type here		Other type here	
Network Leader Ms. J. Joyner-Wells		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	703	Total Number of ELLs	26	ELLs as Share of Total Student Population (%)	3.70%
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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 enrollment, trained school staff members meets with parents to make an initial determination of the child’s home language. This process is formalized through a Home Language Identification Survey (HLIS) that parents have to complete to show what language the child speaks at home. At PS136 we have staff members who are trained to conduct an informal interview in the native language. Our Educational assistant, Ms. A. Harris who speaks Spanish and Ms. M. Leon, School Aide who speaks Haitian Creole, conduct the translation service. Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child’s home, then the child is administered a Language Assessment Battery-Revised (LAB-R),- no later than ten days after their enrollment - which is a test that establishes English proficiency level. At PS 136 our ESL teacher Zerine Rahman who speaks Bengali, Hindi and Urdu, conducts the administering of the HLIS and the LAB-R eligibility. Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. The New York City Department of Education offers three types of programs for ELL students: Transitional Bilingual, Dual Language, and English as a Second Language (ESL). The classes vary in the amount of time dedicated to English instruction.

ELL students that participate in these three programs are exposed to the same curriculum as general education students. The main objective of the programs is to support students in their acquisition of English. The programs’ only difference is the amount of time in which instruction in English takes place. Parents select the available program that they feel is most appropriate for their child. All new students are initially screened to determine their eligibility for ELL services.

DESCRIPTION OF ENGLISH LANGUAGE LEARNERS AT P.S. 136Q

English Language Learners are defined as “pupils who by reason of foreign birth or ancestry, speak a language other than English, and either understand or speak little or no English; or score at or below the 40th percentile as determined by the Commissioner of Education on an English language assessment instrument approved by the commissioner.

Transitional Bilingual Programs provide instruction in the native language with intensive instruction in English as a second language. The program’s objective is to transition students to English as quickly as possible. Thus, it varies the percentages of native language and English instruction with a bend towards more English as the year progresses, and as the student becomes more proficient in English. Policy requires that a large concentration of same language learners on a grade level be present in a school in order for a Transitional Bilingual Program to be feasible. Currently, P.S. 136 does not meet this standard and therefore cannot offer Transitional Bilingual services.

Dual Language Programs involve students learning in two languages. The class comprises of one-half native speakers and one-half English speakers. Each group is presented curriculum in both languages. This enables native language speakers to become proficient in both languages and English speakers who are interested in studying another language the opportunity to do so. This program is not currently offered at P.S. 136 but can be made available to all ELL students whose parents desire that they participate in dual language learning.

Freestanding English as a Second Language offers instruction to ELL students solely in English. Instructors use strategic methods to assist students in acquiring English. This instruction can take place in a “push-in” setting where the ESL teacher comes into the mainstream classroom and works with the ESL students on the same lesson presented by the classroom teacher; a self-contained setting in which the ESL teacher teaches the students all subjects for the entire school day; or a pullout setting in which the ESL teacher “pulls” a selected group of students from their classroom for a designated amount of time. Intermediate and Beginner ELL students receive 360

minutes of instruction per week while Advanced ELL students receive 180 minutes per week.

PARENT ORIENTATION AND PROGRAM SELECTION

At PS 136 we make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child. At our school parent orientations are conducted by principals and assistant principals with the assistance of ESL teacher and parent coordinator. Usually within two weeks of administering the LAB-R Exam, the ESL teacher and Parent Coordinator invite the parents of new enrollees to attend a special orientation session. We usually choose a convenient time and place for parents. We come up with an agenda for the parent orientation and organize all the materials and resources (computer, DVD player) for the meeting. Then we send out invitations to the parents and make sure interpreters are available in the session. We also make sure refreshments are available. During the session parents sign in and the agenda is distributed, Parent Survey/Program Selection Forms, and the parent brochure, A Guide for Parents of English Language Learners. The Principal welcomes the parents and explains the purpose of the orientation. Our ESL teacher presents the highlights of CR Part 154 & Title III. We explain that each child has a right to placement in a bilingual program. Schools are required to create bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, CR Part 154 also determines the number of English as a Second Language (ESL) instructional units that ELLs must receive. The school system's goal of aligning ELL programs with CR Part 154 regulations ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age level in core subjects. If there are not enough students to form a bilingual program, parents have the option of transferring their child to another school that has a bilingual program in the district; and if they choose not to transfer their child, they will remain at the school and receive ESL instruction. Program selection is for one school year. Research indicates that ELL students who stay with one program do better academically than those who switch between programs. Title III funds (if available) from the federal government provide supplemental services specifically for ELLs and parents of ELLs, such as after-school instructional programs (providing ELLs with language development assistance so they can succeed in core subject areas), professional development, and parent involvement. Then parents ask questions about CR Part 154 regulations and Title III. Then we present the Orientation Video for ELL Parents with updated native language versions of the video to meet parents' language needs. Then the parents are provided an opportunity to ask questions about available bilingual/ESL services and program models. Finally the parents are provided with updated Parent Survey/Program Selection Form in the parent's native language. We explain each item on the form and inform them that they could complete the forms at the orientation or at home (to be returned within the designated time). The parents indicate their program of choice on a special Parent Survey form. Currently, Roy Wilkins (P.S. 136) only offers a Freestanding ESL program. Should a parent choose the Bilingual or Dual Language program for their child, the student is automatically transferred to the nearest school that offers the program, and transportation is provided by the NYC Department of Education. An annual review of Parent Survey forms reflects that, over the past several years, parents have consistently chosen a Freestanding ESL program. If future enrollment results in a greater concentration of ELL students on one grade-level, the principal will meet the need by adding a bilingual teacher to the staff.

Notifying parents and supporting parent choice

Our school is prepared to inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, or through informational packets. Our parent coordinator and other designated staff work closely with supervisors (assistant principals, bilingual coordinators), to coordinate school events for ELL parents and deliver information to them in a timely manner. Our School ensures that entitlement letters are distributed and Parent Survey and Program selection forms are returned. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Parents' choice, coupled with program availability, determines program placement for ELLs. If a student Scores below proficiency on the LAB-R then we provide the student with Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter. If the student scores at or above proficiency on the LAB-R then he/she receives Non Entitlement Letter. If the student scores below proficiency on the NYSESLAT then he receives Continued Entitlement Letter. If the student scores at or above proficiency on the NYSESLAT then he/she gets Non Entitlement/Transition Letter. The Parent Survey and Program Selection Forms are stored in a secured location in the office for Parent coordinators and school staff to use the survey portion of this notification to make sure ELL parents are being reached.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	7	3	6	3	4	3								26
Total	7	3	6	3	4	3	0	0	0	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	4
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 22	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26
Total	<input type="checkbox"/> 22	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	26

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

C. Home Language Breakdown and ELL Programs

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

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	0	2	2	1	1								8
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic														0
Haitian	3	1	3	0	1	2								10
French	2	1	1	0	1	0								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	1									2
TOTAL	7	3	6	3	4	3	0	0	0	0	0	0	0	26

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.

INSTRUCTIONAL PLAN

At PS 136 we have ESL pull-out and Push-in programs where the ESL Students are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT). According to push-in model our ESL teacher plan carefully with general education teachers to ensure curricular alignment. The ELL teacher focuses on the efforts students put forth to learn the academic language of each discipline. In pull out model ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. In our school we would provide ELL pull-out only during social studies and science so that the ELL teachers could work on concept development and vocabulary in those areas. Our pull-out programs that focus on teaching English through academic content and developing higher-level thinking skills make a difference because it is implemented by a high-quality teacher. Her goal had been to develop language proficiency, usually, by using the content subject matter that students might study in the future or had missed at some point. The pull-out aspect of the model enables students to have individualized instruction in a small group environment. During the sessions, each student is able to engage in listening, speaking, reading and writing as facilitated by the ESL teacher.

Program Model:

The goals of the ESL program are as follows:

- Provide academic content-area instruction in English using ESL methodology and instructional strategies and using native language support to make content comprehensible.
- Incorporate ESL strategic instruction.
- Assist students to achieve the state-designated level of English proficiency for their grade.
- Help ELLs meet or exceed New York State and City standards. In freestanding ESL programs, language arts are taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided by using bilingual picture dictionaries and multicultural bilingual picture books.

In keeping with the practices of the previous administration and LAP Team, we are implementing the Three (3) Blocks Framework for Language Development. We believe that this structure is highly successful in helping students acquire English proficiency and is also flexible enough that it can be differentiated to meet individual student needs.

Block 1 – Language and Word Study: Its focus is on the development of the students’ word study skills. Teachers use quality literature, poetry, and texts to develop language. We rely on children hearing models of spoken language to help develop their academic language. Word study involves phonics, spelling, and vocabulary development.

Block 2 – Reading Workshop: Incorporates guided reading, independent reading, read aloud, and literature study. (Use of mini lessons)

Block 3 –Reading Workshop: It involves writing and reading on a daily basis. Students are encouraged to make the reading/writing

connection.

- a. Guided Writing – teacher develops small groups to discuss various aspects of writing.
- b. Independent writing – student works silently and individually on their own writing. Daily mini lessons are offered based on the needs of the students.

MANDATED INSTRUCTION TIME (CR Part 154)

In compliance with CR Part 154, students at the Beginner and Intermediate levels of proficiency receive 360 minutes of instruction per week while advanced students receive 180. At the beginning of the school year, the ESL teacher develops a special pullout schedule that is modified according to the needs and progress of the students. There are a total of five pullout groups which vary according to student needs. At the advanced levels of English proficiency, all ELL students in all grades receive one unit of ESL and one unit of ELA coursework. A unit of instruction, as defined by state regulations, is 180 minutes per week.

Plan for ELLs (4-6 years)

SAMPLE STUDENT SCHEDULE (4th GRADE)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:45	Everyday Mat	Everyday Math	Everyday Math	Everyday Math	Everyday Math
8:45 - 9:20	AIS	AIS	AIS	AIS	AIS
9:20 - 10:05	Science	Science	Science	Science	Science
10:10 - 10:55	ESL (A&I)	ESL(A&I)	ESL(A&I)	ESL(A&I)	READ ALOUD
11:00 - 11:45	Reader's workshop				
11:50 - 12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:40 - 1:25	ESL (I)	ESL(I)	ESL(I)	ESL(I)	Social Studies / Science
1:30 - 2:15	Writer's Workshop				
2:15 - 2:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

A = Advanced
 I = Intermediate and
 B =Beginner

Plan for ELLs (Newcomers)
SAMPLE STUDENT SCHEDULE (1st GRADE)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:45	ESL(B&I)	ESL(B&I)	ESL(B&I)	ESL(B&I)	ESL(B&I)
8:45 - 9:20	AIS	AIS	AIS	AIS	AIS
9:20 - 9:40	Word Work	Word Work	Word Work	Word Work	Word Work
9:40 - 10:30	Writers W/shop	Writers W/shop	Writers W/shop	Writers W/shop	Writers W/shop
10:30- 11:20	Lunch	Lunch	Lunch	Lunch	Lunch
11:25- 12:40	Word Work	Word Work	Word Work	Word Work	Word Work
12:40- 1:25	ESL(B&I)	ESL(B&I)	ESL(B&I)	Social Studies / Science	Social Studies / Science
1:30 - 2:15	Everyday Math	Everyday Math	Everyday Math	Everyday Math	Everyday Math
2:15 - 2:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

B= Beginner
 I= Intermediate and Beginner
 A= Advanced

DIFFERENTIATED INSTRUCTION

The ESL department works diligently to meet both the individual and collective needs of ELL students. Subgroups (such as SIFE and newcomers) that are in the first and second stages of language acquisition are instructed through Total Physical Response (TPR). The teacher uses body language to support verbal cues, thereby familiarizing students with basic commands. Visual aids, such as pictures,

charts, graphs and manipulatives are also very helpful to this group. Students in the third stage of language development (SIFE and Newcomers) participate in cooperative learning. Group discussions, role-playing and paired activities are often a part of instruction for this cluster. Small group instruction focuses on sharpening specific modalities and new concepts are delivered through scaffolding. The teacher may also bridge a student's prior knowledge with a new concept so that the student more easily understands. Modeling is used at every stage of language expansion. At stages four and five, advanced students (ELLs in year 4-6) participate in activities that require greater critical analysis. Students keep active writing journals and are encouraged to write, rewrite and edit their work. Advanced students participate in group reading and sustained silent reading. They respond critically to the literature and are prompted to create their own literary works for publication. Special needs students are presented with the same curriculum and participate in similar activities; however, assignments are modified so that students can successfully meet the requirements. Instructions are broken down into simpler steps. The teacher models the action, thinks aloud, and relies on forms of scaffolding to help teach new concepts.

Testing modifications are made for all ELL students in every subgroup. Newcomers are exempt from the ELA exam in the first year; however, other tests are provided in the students' native language (if available). ELLs are tested in a separate location and given time and a half to complete the exam. Special Education ELLs are tested separately and provided double time for test-taking as well as a second reading of instructions. Students with disabilities (such as hearing or vision impairment) receive all necessary accommodations through the DOE testing headquarters.

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

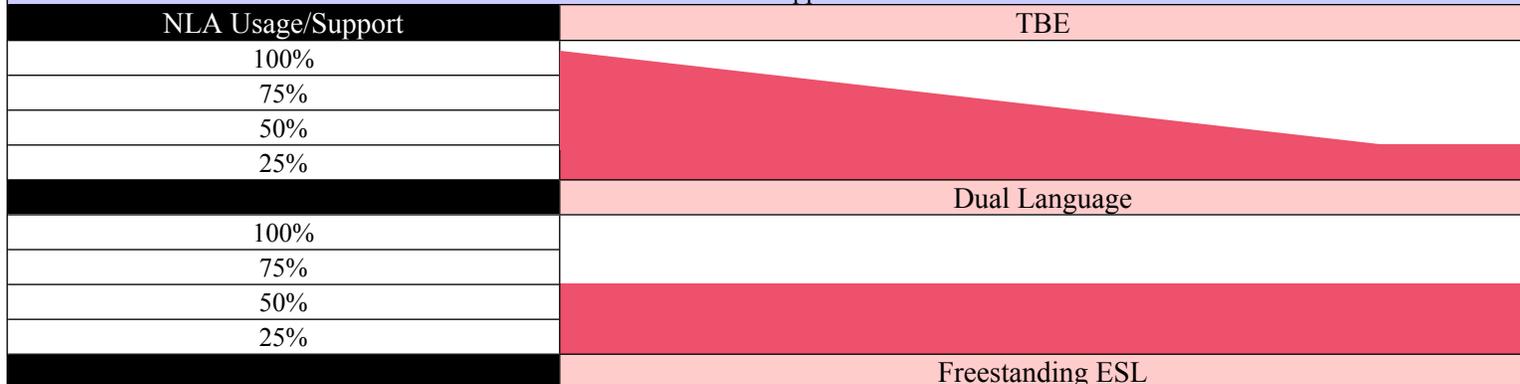
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



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

B. Programming and Scheduling Information--Continued

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

At PS 136 we use different intervention programs for ELL in ELA, math and other content areas for our ELLs in different subgroups. When our ELL teacher pushes-in to classroom during classroom lessons, she adds strategies and assistance to students. ELLs are provided vocabulary instruction prior to the units introduced in the content-area classroom. They are also given background info when needed and frequent use of manipulatives and visuals to enhance comprehension. Students use of bilingual dictionaries when applicable. Literacy is instructed in small groups at the students' instructional level. Vocabulary development and concept work is done in social studies and science in pull-out format. The math coach works with clusters of ELL students who have not passed the NYS Math Assessment at each grade level. For Math, for our ELLs we go over vocabulary in context, use lots of visuals for mathematical operations. We also use strategies like repetition and review for multiplication facts in small group instruction.

In our school we use Prentice Hall Regents ESL program which is based on recent research in second language acquisition and in reading and literacy. It has adapted and incorporated widely accepted theories and proven methods, especially those of Krashen and Terrell's natural approach, as well as the whole language and language experience approach. This approach also integrates Listening, Speaking, Reading and Writing across the curriculum and a wealth of activities and program components reinforces and extends new language skills and content knowledge. We also use Rigby on your way to English Grade 3 and grade 4. This is a comprehensible program for ELLs that focuses on Language, Literacy and content. In this program the ELL teacher prepares our ELLs to be strategic, successful test takers.

Our ESL teacher evaluates the NYSESLAT results and designs instruction to meet the needs of each student dependent upon their level

of proficiency. Areas of weakness (Speaking and Listening) or (Reading and Writing) are targeted and developed. Then the ESL teacher then analyze students weak areas on the NYSESLAT for review, re-teach and different activities. For NYSESLAT preparation our ELL students take the sample tests and they are introduced to listening, reading, writing, and speaking subtests throughout the year. Our ELL teacher also focus on the essay format and practice writing sample NYSESLAT essays with students. Finally the students score each other's essays based on a rubric. Students who reach proficiency in English will be closely monitored and continue to receive support. Specific support in writing, academic language scaffolding, and tested subject areas will be provided through the Academic Intervention Services (AIS).

Long-term ELL and SIFE students are eligible for SETSS services that can address specific individual instructional issues. Teachers will use a variety of teaching tools to help support acquisition of academic fluency, such as: collaborative activities, small groups and peer learning activities, study skills, graphic organizers, cooperative learning and one-on-one conferences with the teacher.

Technology is also used as a tool for our ELLs. In technology classroom our students receive opportunities to connect words with visual images. In ESL classrooms students also have access to computers, audio CD's, music to enhance learning, manipulatives and electronic dictionaries. Our ELL teacher use certain websites which will help students understand content thru video, images, etc.

This year at PS 136 we are using LEVELED LITERACY INTERVENTION. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades. Our English language learners can also benefit from LLI because each LLI lesson provides specific suggestions for supporting English language learners.

Several members of the Language Allocation Policy Team, such as the upper grade Guidance Counselor, the ESL Teacher, the AIS Coordinator and the Special Education Administrator work cooperatively to provide support for students transitioning from the elementary to the secondary level of school. The Guidance Counselor works addresses the social adjustments that a transitioning student must make for the new environment. Based on test results and classroom performance, the ESL teacher determines if the student needs extended ESL support in Middle School. A review and updating of IEPs for Special Education Ells' helps determine what assistance will be necessary for the next level.

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.

PROFESSIONAL DEVELOPMENT

Teachers will receive ongoing professional development from the PD coordinator so that they can learn how to incorporate ESL strategies and techniques into their classrooms and modify their lessons. Our ESL teacher receives rigorous, research-based professional development throughout the year to achieve success for ELLs. Schools also utilize various options available for high quality professional development

based on SSO. Also, the Office of ELLs partners with nationally renowned experts to provide a variety of professional development

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)	7	2	1	0	0	0	0	0	0	0	0	0	0	4
Intermediate(I)	1	1	3	1	0	0	0	0	0	0	0	0	0	6
Advanced (A)	0	4	0	3	2	0	0	0	0	0	0	0	0	16
Total	7	3	6	3	4	3	0	0	0	0	0	0	0	26

• ESL strategies and the new ELL standards

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	Demystifying ELL Data													
	I				1									
	A	1	1	2	2	3								
Parental Involvement			4		3	2								
READING/ WRITING	Describe parent involvement in your school, including parents of ELLs.		1		1	1								
	Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?		1	2	2	1								
	How do you evaluate the needs of the parents?		3		3	2								
	How do your parental involvement activities address the needs of the parents?				1									

PARENTAL INVOLVEMENT

NYS ELA

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

it. we are also organizing the Parent Academy for ELLs featuring family activities for our school community. If the need exists, all notices are translated into the families' home languages

NYS Math

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

Part V: Assessment Analysis

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

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

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

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

	(based on percentiles)				(based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

At PS136Q, we use demographic and performance data to meet the programmatic needs of diverse and rapidly changing populations while educators use data from interim and annual assessments to gauge student progress and plan instruction. For instance, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring to measure the English proficiency levels (i.e., beginning, intermediate, advanced) of ELLs. Parents are given workshops in order to discuss about preparation strategies for NYSESLAT. Parents are also notified regarding dates for this tests. NYSESLAT scores identify who should continue to receive ELL services. Also, scores help teachers plan programs that best fit ELL needs by allowing them to group like students for tailored learning activities, pair students at different proficiency levels in class, or determine how much instructional time should be spent in the native language and English.

Teachers also use the results from various assessments to help target instruction, such as the State ELA and MATH exams, the Social Studies and Science exams, the ECLAS exam, and the NYSESLAT exam. Teachers also collect data from student portfolios, special assignments and other informal evaluations.

ECLAS2 2009-2010
ELL STUDENT PROGRESS REPORT

Grade	Student	Phonemic Awareness	Phonics	Reading & Oral Expression	Listening & Writing
1st	A	NA	LV2	LV2	LV 2
	B	NA	NEW admit	NEW admit	NEW admit

J	NA	LV6	LV6	LV8
K	NA	LV2	LV1	LV1

Periodic/interim assessments are interspersed between state exams to measure student progress and guide lesson planning. Tests such as the ELL Periodic Assessment Exam and the NYS Acuity test (in English and Math) are extremely useful for informing instruction. The results of these assessments are posted in the main office by school leadership and discussed in grade-level planning meetings in order to promote individualized instruction.

Students are divided into three categories: Beginner, Intermediate, and Advanced. Currently we have 16 students at the Advanced level, 6 students at the Intermediate level and 4 students at the Beginner level. Test data reveals that most of our students score higher on the Listening and Speaking portions of the assessment exam and lower on the Reading and Writing.

At PS 136 we have 1 SIFE students and is receiving 1 years of service. There are 8 new comers in our school where none of them are SIFE. Among these New Comers all of them are receiving their first year of ESL service, In Special Education we have 5 students where 3 of them are in self-contained Special Education classrooms. The other 2 are in main stream classrooms getting speech services. In our school we have 3 long term ELLs and they are in 4th and 5th grades. Out of this group 1 of them are receiving 4 years and 2 of them are receiving 5 years of service.

Based on the NYSESLAT and LAB-R scores, there is an apparent pattern of high numbers in Listening and Speaking and low numbers in Writing. Scores vary in Reading. Our focus will be on differentiated and individualized instruction that will meet writing deficits. Thus, we are providing opportunities for classroom teachers to receive support in differentiated instruction through staff development. Additionally, we have worked to equip classroom libraries with sufficient literature that is diverse and aligned to the core curriculum. Numerous opportunities will be provided for students to build and strengthen skills through writing and reading workshop.

Students who scored a 2 or lower on either exam are being provided extra instruction in the subject-area. Extended day sessions, small group work with a Math and Literacy coach, targeted instruction in ESL pullout sessions, and tutoring with members of the Academic Intervention Support (AIS) Team and SETSS (for Special Education students) all work collectively to promote student success. Newly admitted ELLs' were exempt from ELA exam for the first year. Four of our newly admitted ELL received exemption from State ELA exam because that was their first year.

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.

Finally, we have included a research article that was also used in the 2007-08 LAP which addresses and lists tools to increase effective instruction of ELL students among classroom teachers. This information can be found at <http://www.nwrel.org/request/2003may/textonly.html> and has been distributed to our classroom teachers as a part of their professional development.

GENERAL PRINCIPLES FOR TEACHING ELL STUDENTS

Language acquisition theories have highlighted four key principles that can be directly applied to the mainstream classroom. These principles are important for all students, but are of particular importance to English language learners (Jameson, 1998).

Increase Comprehensibility: Drawing from Krashen's theory of comprehensible input, this principle involves the ways in which teachers can make content more understandable to their students. With early to intermediate language learners, these include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques.

Increase Interaction: Drawing from Swain's emphasis on comprehensible output, a number of strategies have been developed that increase students' opportunities to use their language skills in direct communication and for the purpose of "negotiating meaning" in real-life situations. These include cooperative learning, study buddies, project-based learning, and one-to-one teacher/student interactions.

Increase Thinking/Study Skills: Drawing from Cummins's theories of academic language and cognitively demanding communication, these strategies suggest ways to develop more advanced, higher order thinking skills as a student's competency increases. Chamot and O'Malley (1994) developed the Cognitive Academic Language Learning Approach (CALLA) mentioned above to bridge the gap between Cummins's theories and actual classroom strategies. These include asking students higher order thinking questions (e.g., what would happen if...?),

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modeling "thinking language" by thinking aloud, explicitly teaching and reinforcing study skills and test-taking skills, and holding high expectations for all students.

Use a student's native language to increase comprehensibility: Drawing from several different theories, including Krashen and Cummins, this principle also draws on a wealth of current research that has shown the advantage of incorporating a student's native language into their instruction (Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Lucas and Katz, 1994; Pease-Alvarez, Garcia & Espinosa, 1991; Thomas & Collier 1997). Thomas and Collier, for example, in their study of school effectiveness for language minority students, note that first-language support "explains the most variance in student achievement and is the most powerful influence on [ELL] students' long term academic success" (p. 64). As mentioned in our section on instructional methods and models, using a student's native language as a support can be seen as both a general method or as any of a number of specific strategies. Many of the strategies we list below include, implicitly or explicitly, the use of a student's native language to increase his or her understanding.

A Sampling of Teaching Strategies

Below we list some strategies and approaches that numerous evidence-based sources suggest may be beneficial for students learning English as a second language. We advise the reader, however, that researchers have not found conclusive evidence that individual strategies will lead to higher student achievement or increased English proficiency. Although evidence-based research exists, methods of collecting the evidence vary. Much of the current research is based on surveys, case studies, correlational studies, and a few control-group studies. In educational settings, it has been difficult, if not impossible, to conduct random assignment studies.

With little conclusive evidence to go by, the research does suggest that some approaches may be more fruitful than others (August & Hakuta, 1997; Berman, et al.; Costantino, 1999; Derrick-Mescua, Grognet, Rodriquez, Tran, & Wrigley, 1998; Thomas & Collier, 2002, 1997; Wrigley, 2001). These strategies are rarely used in isolation, and some are more appropriate for certain age levels or language proficiency stages. This list is by no means comprehensive or exclusive. Our purpose in sharing this list is to give mainstream teachers a starting point for incorporating strategies to use with their English language learners.

For more information on implementing these strategies in the classroom and the research-base of the effectiveness of the strategies, consult the resources listed in the Resources and References sections.

Total Physical Response (TPR). Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between languages and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). (For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)

Cooperative Learning. Robert E. Slavin (1995) has shown cooperative learning can be effective for students' at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have LEP pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

Language Experience Approach (also known as Dictated Stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).

Dialogue Journals (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a non-threatening opportunity for ELL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency that we described above (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several

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linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (See Gibbons [2002] for specific scaffolding strategies.)

Native Language Support. Whenever possible, ELL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

Teachers can use texts that are bilingual or that involve a student's native culture, can decorate the classroom with posters and objects that reflect the students' diversity of language and culture, can organize entire lessons around cultural content, and can encourage students to use words from their native language when they cannot find the appropriate word in English (Freeman & Freeman, 2001).

Accessing Prior Knowledge. As mentioned in the previous strategy, using a student's native language can be an important way to access his or her previous knowledge (Marzano, Gaddy, & Dean, 2000). All students, regardless of their proficiency in English, come to school with a valuable background of experience and knowledge on which teachers can capitalize. One example when teaching a new concept is to ask students what they already know about a subject. Creating a visual, such as "semantic webs," with the topic in the center and students' knowledge surrounding it, is a good way to engage students in the topic and to find out what they already know. Another simple technique is to ask them what they want to learn about a topic. As Savaria-Shore and Garcia (1995) note: "Students are more likely to be interested in researching a topic when they begin with their own real questions" (p. 55). This is another example of a strategy that works equally well with native English speakers and English language learners.

Culture Studies. The importance of including a student's home culture in the classroom is a well-documented, fundamental concept in the instruction of English language learners (Doherty, Hilberg, Pinal, & Tharp, 2003). Culture study, in this context, is a project in which students do research and share information about their own cultural history. This often involves interviewing parents and/or grandparents as well as others who share the student's cultural background. Culture studies can be appropriate at any grade level and can incorporate many skills, including reading, writing, speaking, giving presentations, and creating visuals. Culture studies can be combined with other strategies such as project-based learning, cooperative learning, and accessing a student's prior knowledge. They can also be effective as part of an alternative assessment process (Freeman & Freeman, 1994).

Other strategies for including culture. As many researchers and practitioners have noted, incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry (Derrick-Mescua, et al., 1998).

Realia Strategies. "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a schoolwide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances (chopsticks, a tortilla press, a tea set, a wok) can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example (Herrell, 2000).

Ten Things the Mainstream Teacher Can Do Today To Improve Instruction for ELL Students

These tips were adapted from the Help! They Don't Speak English Starter Kit for Primary Teachers (1998) (developed by the Region IV and Region XIV Comprehensive Centers, the Center for Applied Linguistics, and ESCORT, a national resource center dedicated to improving the educational opportunities for migrant children) and from Integrating Language and Content Instruction: Strategies and Techniques (1991) by Deborah Short of the Center for Applied Linguistics.

1. Enunciate clearly, but do not raise your voice. Add gestures, point directly to objects, or draw pictures when appropriate.
2. Write clearly, legibly, and in print—many ELL students have difficulty reading cursive.
3. Develop and maintain routines. Use clear and consistent signals for classroom instructions.
4. Repeat information and review frequently. If a student does not understand, try rephrasing or paraphrasing in shorter sentences and simpler syntax. Check often for understanding, but do not ask "Do you understand?" Instead, have students demonstrate their learning in order to show comprehension.

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5. Try to avoid idioms and slang words.
6. Present new information in the context of known information.
7. Announce the lesson's objectives and activities, and list instructions step-by-step.
8. Present information in a variety of ways.
9. Provide frequent summations of the salient points of a lesson, and always emphasize key vocabulary words.
10. Recognize student success overtly and frequently. But, also be aware that in some cultures overt, individual praise is considered inappropriate and can therefore be embarrassing or confusing to the student.

Part VI: LAP Assurances

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

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

	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 29 Q 136

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:	366,463.00	9,059.00	375,522.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,665.00	91.00	3,756.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,323.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	36,646.00	*	

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.

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			307,829.00	X	
Title I, Part A (ARRA)	Federal	X			8,968.00	X	
Title II, Part A	Federal	X			47,168.00	X	

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

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

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

Title III, Part A	Federal	X			15,000.00	X	
Title IV	Federal	N/A			N/A		
IDEA	Federal	X			191,848.00	X	
Tax Levy	Local	X			2,764,462.00	X	