



**EMANUEL KAPLAN SCHOOL  
PS 229**

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

**SCHOOL: 24Q229**

**ADDRESS: 67-25 51<sup>ST</sup> RD. WOODSIDE, NY 11377**

**TELEPHONE: 718-446-2120**

**FAX: 718-672 3117**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 229      **SCHOOL NAME:** Emanuel Kaplan School

**SCHOOL ADDRESS:** 67-25 51<sup>st</sup> Rd. Woodside, NY 11377

**SCHOOL TELEPHONE:** 718-446-2120      **FAX:** 718-672-3117

**SCHOOL CONTACT PERSON:** Gina Mascia      **EMAIL ADDRESS:** GMascia@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Joyce Woesthoff

**PRINCIPAL:** Sibylle Ajwani

**UFT CHAPTER LEADER:** Janet Frey

**PARENTS' ASSOCIATION PRESIDENT:** Evelyn Vera

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 24      **CHILDREN FIRST NETWORK (CFN):** 208

**NETWORK LEADER:** John O'Mahoney

**SUPERINTENDENT:** Madeline Taub-Chan

## 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
Sibylle Ajwani	*Principal or Designee	
Janet Frey	*UFT Chapter Chairperson or Designee	
Evelyn Vera	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joyce Woesthoff	Member/ Assistant Principal	
Paul Braca	Member/ Parent Grade 2	
Michelle Cinnamo	Member/ Parent Grade 3	
Cheryl Daniels	Member/ Teacher PK	
Yvonne English	Member/ Parent Grade 1	
Marge Kolb	Member/ Parent Grade 4	
Marianne Moore	Member/ Teacher Grade 2	
Joe Turzo	Member/ Teacher Grade 6	
Irene Zalot	Member/Parent Grade 2	

\* 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.

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Public School 229 Queens, Emanuel Kaplan School, in District 24 is a Pre- Kindergarten to sixth grade barrier free school in Woodside. This school prides itself on its collaborative school climate, welcoming all special needs, diverse populations, gifted, accelerated and general education students. Classes are organized heterogeneously except for accelerated classes on grades three, four, five and six. P.S. 229 is designated a District Talented and Gifted School beginning the program this school year in grade one. Students in grade six departmentalize for literacy, mathematics and science in preparation for life as middle school students.

This school is well practiced in differentiating instruction and has a large menu of academic interventions. This school has over ten Inquiry Teams that constantly research and implement the best learning strategies. This school has been designated as an East coast demonstration site for its implementation of *Headsprout* (a computer literacy program) and teaches computer skills and literacy to all students. P.S. 229 has been a participating Teacher's College Project School for the last eight years and follows the practices of readers and writers workshop since they are deeply embedded throughout the school. The school has two skilled coaches for support from within the school.

In addition to its cluster programs in art, music and dance this school offers additional opportunities for students in the arts through residencies with Midori Music, American Ballroom Theater, Museum of Modern Art, early childhood recorder program and photography through the Magic Box Productions.

The school has a large after school program, Maspeth Town Hall. Maspeth Town Hall is sponsored by OST and offers programs in the arts, sports, academics and homework tutorials. The program is in effect five days a week until 5:30 p.m., holidays and vacations. There is also an extended day program offered to at risk English Language Learners. For parents of English Language Learners there are morning English classes.

P.S. 229 participates annually in The Empire State Games for the Physically Challenged which involves a weekend trip for students with volunteer staff and requires several thousand dollars of fund raising. This school has an exceptionally large support staff to service its large special needs population.

The school has a large recycling program and is the recipient of The Golden Apple Award for *Cleanest School in New York City* and is the borough wide winner of The Golden Shovel Award. This school won the Citywide and Borough award for TrashMasters! Team Up to

Clean Up Award for 2009 and has won first prize for three years in a row. Continuing our initiative to increase fitness with “Get Fit Fridays” a school wide exercise program in addition to our physical education program in our gym and movement program for our younger students in the multipurpose room we are focusing on nutrition and health lessons. Our staff formed its own Biggest Loser Program and lost over 300 pounds last Spring, continued the program over the summer and into this school year.

The school participates in a character building program based on a program by Coach John Wooden. Students read the book Inch and Miles The Journey to Success which is coordinated with their planners. Each month we highlight traits such as *personal best, poise, confidence, fitness, skill, team spirit, self-control, alertness, action determination, hard work, friendship loyalty, cooperation and enthusiasm.*

The school’s website: <HTTP://TINYURL.COM/2NON2P> is active and continuously updated with current information for students, parents and staff. P.S. 229 has an elected Student Leadership Committee consisting of presidents and vice presidents of grades three through six that are offered a vehicle to voice their opinions and concerns. They also perform services for the betterment of the school.

The school has a chess club, a video and yearbook club and a K-Kids club sponsored in part by the Kiwanis club.

The school’s PTA is active and highly effective working in conjunction with the School Leadership Team and school’s administration. P.S. 229 is proud of its large fund raising for UNICEF, St. Jude’s Hospital, New York Blood Center, American Cancer Society, City Harvest and other charities.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>	P.S. 229 Emanuel Kaplan									
<b>District:</b>	24	<b>DBN:</b>	24Q229	<b>School BEDS Code:</b>	342400010229					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9	Ungraded	√			
	2	√	6	√	10					
Enrollment					Attendance - % of days students attended :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	70	72	71		94.9	95.4	TBD			
Kindergarten	184	200	207							
Grade 1	174	184	215	Student Stability - % of Enrollment :						
Grade 2	148	179	186	(As of June 30)	2007-08	2008-09	2009-10			
Grade 3	173	152	184		92.1	93.5	TBD			
Grade 4	151	179	149							
Grade 5	191	152	174	Poverty Rate - % of Enrollment :						
Grade 6	157	188	137	(As of October 31)	2007-08	2008-09	2009-10			
Grade 7	0	0	0		51.3	50.3	67.8			
Grade 8	0	0	0							
Grade 9	0	0	0	Students in Temporary Housing - Total Number :						
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		2	3	TBD			
Grade 12	0	0	0							
Ungraded	36	21	16	Recent Immigrants - Total Number :						
Total	1284	1327	1339	(As of October 31)	2007-08	2008-09	2009-10			
					20	23	16			
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	86	76	64	Principal Suspensions	3	0	TBD			
# in Collaborative Team Teaching (CTT) Classes	50	68	84	Superintendent Suspensions	3	0	TBD			
Number all others	59	63	57							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				(As of October 31)	2007-08	2008-09	2009-10			
				CTE Program Participants	0	0	0			
				Early College HS Program Participants	0	0	0			
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:						
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	91	93	TBD			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	164	145	152							

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	35	32	46	Number of Administrators and Other Professionals	44	41	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	7	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	81.3	75.3	TBD
				% more than 5 years teaching anywhere	59.3	60.2	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	95.0	90.0	TBD
American Indian or Alaska Native	0.0	0.2	0.1		100.0	99.2	TBD
Black or African American	2.9	2.2	2.2				
Hispanic or Latino	37.7	38.2	38.2				
Asian or Native Hawaiian/Other Pacific Isl.	31.5	32.5	33.5				
White	27.9	26.6	25.1				
<b>Male</b>	50.2	51.1	53.2				
<b>Female</b>	49.8	48.9	46.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
				√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
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<b>District:</b>		24	<b>DBN:</b>	24Q229	<b>School BEDS Code:</b>		342400010229			
DEMOGRAPHICS										
<b>Grades Served:</b>	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6	√	10					
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	70	72	71		94.9	95.4	TBD			
Kindergarten	184	200	207	<b>Student Stability - % of Enrollment :</b>						
Grade 1	174	184	215	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 2	148	179	186		92.1	93.5	TBD			
Grade 3	173	152	184	<b>Poverty Rate - % of Enrollment :</b>						
Grade 4	151	179	149	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 5	191	152	174		51.3	50.3	67.8			
Grade 6	157	188	137	<b>Students in Temporary Housing - Total Number :</b>						
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 8	0	0	0		2	3	TBD			
Grade 9	0	0	0	<b>Recent Immigrants - Total Number :</b>						
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 11	0	0	0		20	23	16			
Grade 12	0	0	0	<b>Special Education Enrollment:</b>						
Ungraded	36	21	16	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Total	1284	1327	1339							
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	86	76	64	Principal Suspensions	3	0	TBD			
# in Collaborative Team Teaching (CTT) Classes	50	68	84	Superintendent Suspensions	3	0	TBD			
Number all others	59	63	57	<b>Special High School Programs - Total Number:</b>						
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>					<b>Number of Staff - Includes all full-time staff:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	91	93	TBD			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	164	145	152							

## 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.

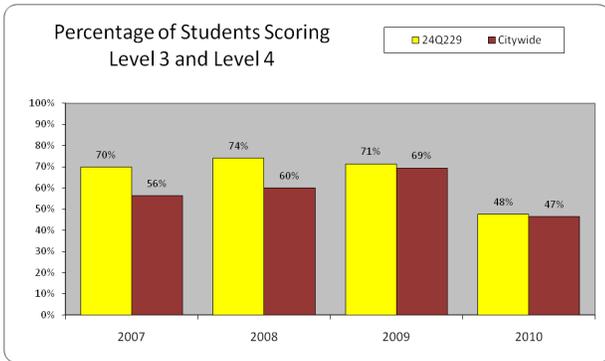
After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- 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?

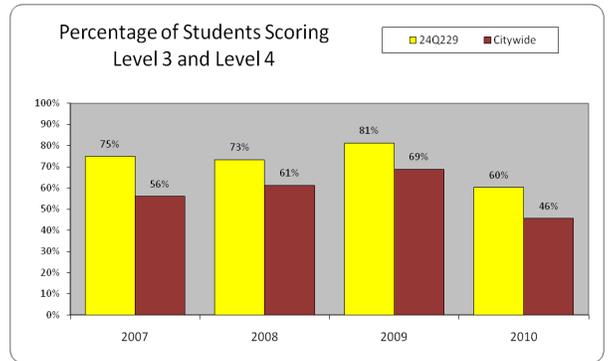
### *What student performance trends can you identify?*

<b>THIRD GRADE- ALL TESTED STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS</b>				
<b>YEAR</b>	<b>Total # Tested</b>	<b>Level 2-4</b>	<b>Level 3-4</b>	<b>Level 4</b>
<b>2009</b>	148	95%	71%	8%
<b>2010</b>	184	82%	47%	13%
<b>FOURTH GRADE – ALL TESTED STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS</b>				
<b>YEAR</b>	<b>Total # Tested</b>	<b>Level 2-4</b>	<b>Level 3-4</b>	<b>Level 4</b>
<b>2009</b>	173	97%	80%	9%
<b>2010</b>	145	95%	58%	14%
<b>FIFTH GRADE – ALL TESTED STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS</b>				
<b>YEAR</b>	<b>Total # Tested</b>	<b>Level 2-4</b>	<b>Level 3-4</b>	<b>Level 4</b>
<b>2009</b>	150	100%	84%	13%
<b>2010</b>	168	91%	64%	16%
<b>SIXTH GRADE – ALL TESTED STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS</b>				
<b>YEAR</b>	<b>Total # Tested</b>	<b>Level 2-4</b>	<b>Level 3-4</b>	<b>Level 4</b>
<b>2009</b>	186	100%	90%	25%
<b>2010</b>	134	96%	68%	10%

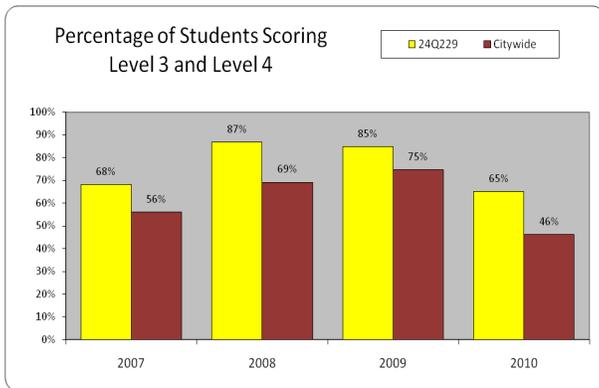
### Grade 3 ELA



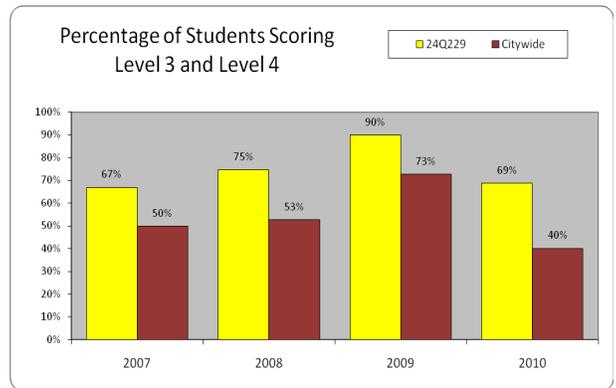
### Grade 4 ELA



### Grade 5 ELA



### Grade 6 ELA



**Total School Trends:** Over a two year period beginning 2008-2009 a percentage of third grade students achieving a level 2-4 decreased 13% (-13) from 95% to 82%. The fourth grade students achieving a level 2-4 showed the smallest decrease of 2% (-2) from 97% to 95%. The fifth grade students achieving a level 2-4 decreased 9% (-9) from 100% to 91%, as well as the sixth grade students, who decreased 4% (-4) from 100% to 96%. The greatest gains were made in achieving a level 4 with an average increase of 4% in grades 3-5. In addition, compared to the city, on average students at PS 229 achieved a 13% higher number of level 3s and 4s over a two year period.

<b>THIRD GRADE- ALL TESTED STUDENTS</b>				
<b>MATH PERFORMANCE ON STATE ASSESSMENTS</b>				
<b>YEAR</b>	<b>Total # Tested</b>	<b>Level 2-4</b>	<b>Level 3-4</b>	<b>Level 4</b>
<b>2009</b>	153	99%	93%	29%
<b>2010</b>	186	92%	67%	29%
<b>FOURTH GRADE – ALL TESTED STUDENTS</b>				
<b>MATH PERFORMANCE ON STATE ASSESSMENTS</b>				
<b>YEAR</b>	<b>Total # Tested</b>	<b>Level 2-4</b>	<b>Level 3-4</b>	<b>Level 4</b>
<b>2009</b>	180	98%	91%	48%
<b>2010</b>	145	98%	78%	41%

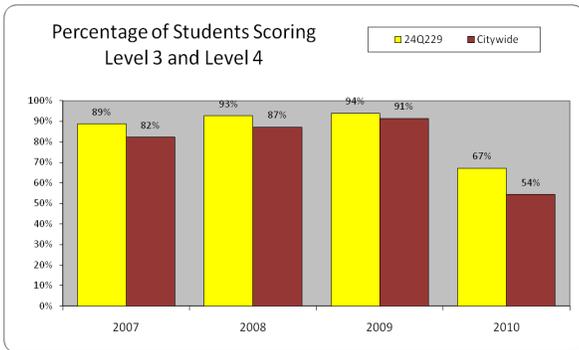
**FIFTH GRADE – ALL TESTED STUDENTS  
MATH PERFORMANCE ON STATE ASSESSMENTS**

YEAR	Total # Tested	Level 2-4	Level 3-4	Level 4
2009	156	99%	93%	51%
2010	164	97%	82%	44%

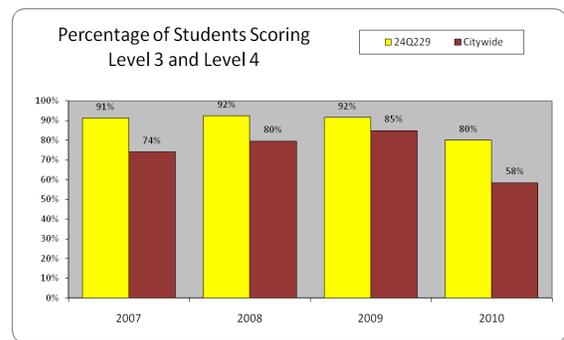
**SIXTH GRADE – ALL TESTED STUDENTS  
MATH PERFORMANCE ON STATE ASSESSMENTS**

YEAR	Total # Tested	Level 2-4	Level 3-4	Level 4
2009	189	99%	94%	48%
2010	133	100%	83%	48%

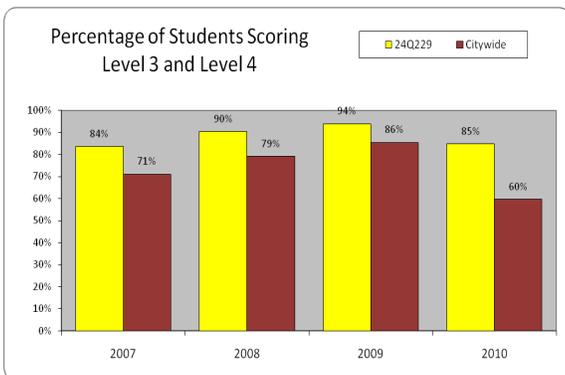
**Grade 3 Math**



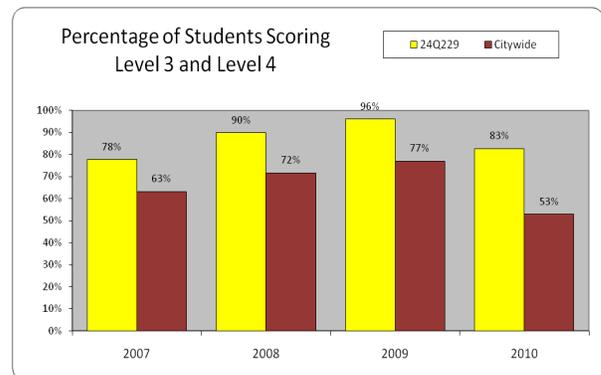
**Grade 4 Math**



**Grade 5 Math**



**Grade 6 Math**



**Total School Trends:** Over a two year period beginning 2008-2009 a percentage of third grade students achieving a level 2-4 decreased 7% (-7) from 99% to 92%, while the percentage of fourth grade students achieving a level 2-4 remained the same. The fifth grade students achieving a level 2-4 decreased 2% (-2) from 99% to 97%, while the percentage of sixth grade students increased 1% (+1) from 99% to 100%. In addition, compared to the city, on average students at PS 229 achieved a 16% higher number of level 3s and 4s over a two year period.

<b>FOURTH GRADE – ALL TESTED STUDENTS SCIENCE PERFORMANCE ON STATE ASSESSMENTS</b>				
<b>YEAR</b>	<b>Total # Tested</b>	<b>Level 2-4</b>	<b>Level 3-4</b>	<b>Level 4</b>
<b>2009</b>	177	94%	86%	49%
<b>2010</b>	143	99%	95%	47%

**Fourth Grade Trends:** Over a two year period from 2008-2009, the percentage of fourth grade students achieving a level 2-4 increased by 5% (+5) from 94% to 99%, while the percentage of students achieving a level 4 decreased 2% (-2) from 49% to 47%. The percentage of students achieving a level 3-4 increased 9% (+9) from 86% to 95%.

<b>FIFTH GRADE – ALL TESTED STUDENTS SOCIAL STUDIES PERFORMANCE ON STATE ASSESSMENTS</b>					
<b>YEAR</b>	<b>Total # Tested</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>2009</b>	148	3%	7%	41%	50%
<b>2010</b>	169	2%	4%	44%	50%

**Fifth Grade Trends:** Over a two year period from 2008-2009, the percentage of fifth grade students achieving a level 3 increased 3% (+3) from 41% to 44%, while the percentage of students achieving a level 4 remained the same. The percentage of students achieving a level 1 decreased by 1% (-1) from a 3% to 2%. In addition, the percentage of students receiving a level 2 decreased 3% (-3) from 7% to 4%. Overall, the percentage of students receiving a level 1 or 2 decreased by 4%.

**Other Trends:** Over a two year period, we have noticed that our female students' proficiency ratings differ in a significant amount to our male students in ELA. Our female students average a 0.314 higher proficiency rating than our male students in ELA. In math, the female average proficiency ratings demonstrate a slightly higher average proficiency rating of 0.175 compared to our male students. Using teacher teams, we will research and implement strategies that focus on our male students to address this difference in performance.

Upon reviewing the item analysis of our NYS ELA results, we noticed that our students in grades 3-6 did not perform adequately in the making predictions and drawing conclusions performance indicator. Evaluating information, ideas and themes by identifying a central idea and supporting details was another performance indicator that was an area of difficulty for grades 3-6. We will review our curriculum calendars and modify them to reflect deeper instruction in these areas.

The item analysis of the NYS Math results also revealed that the Number Sense and Operations strand for grades 3-6 provided the most difficulty for our students. We will look further into the precise performance indicators and then review and modify the curriculum calendar as needed to allow for more in depth instruction.

### **What have been the greatest accomplishments over the last couple of years?**

As indicated in our most recent Quality Review, PS 229's greatest accomplishments are that the school is organized in an effective and meaningful way, holding all to high expectations. In a time when fewer schools received an A then in previous years (in anticipation of the higher standards and change in scale scores) PS229 has sustained it's A and scored the highest overall rating of any K-5/6 school in district 24. This is a result of teachers working together collaboratively analyzing the various data sources and consistently using this information to design and adapt instruction.

Our school has made great progress in addressing the issues identified for improvement in the previous Quality Review. We have put in place a school government which addresses the concerns of our student population. We have representatives from all grades, and discussions on how we can improve our school. We have an attendance plan which our guidance department and parent coordinator work simultaneously to correct the tardiness and absenteeism of our students. We have also purchased a phone, text and

email message service *K-12 Alert* that has increased our ability to communicate with parents, students and staff. Our Learning Environment Survey has steadily increased the last few years with the biggest jump in student communication.

As our staff continues to have a deeper understanding of interpreting data, they have become more adept in their ability to identify students' strengths and weaknesses. Our teachers have become quite skilled at navigating ARIS to get various perspectives on forming groups and several have the ability to generate different types of reports used for differentiating instruction. Through the citywide use of Acuity, we are able to track new students' performances from their last year's scores which allows us to adjust instruction for incoming students immediately.

The Inquiry Teams or Teacher Teams are now completely embedded in our school with a 98% of our staff participating and collaboratively working on their students' weaknesses. During the 2009-2010 school year we had ten high level Inquiry Teams all coming up with concrete school wide changes that we will implement this year. Our SBO which allows our teachers to meet each Thursday for an additional 37 minute inquiry/teacher meeting is also another accomplishment that we are very proud of. Without this additional meeting time our teams would not have had the success they have had.

Additionally, we still have reduced class size on some grades (one and four) even in a time of fiscal crisis. We have a weekly ELL parent workshop which enthusiastically hosts many newcomers. In addition to our school's third, fourth, fifth and sixth grade enhanced IGC classes we have been designated a *District Gifted and Talented school* beginning our program with grade one for 2010 – 2011 school year. We have created a CTT cluster to enable our IEP students to have a second teacher in the classroom at all times. P.S. 229 performs well on all accountability tools and statistics because the school's parents, students, staff and leadership hold themselves to high goals and standards.

### **What are the most significant aids or barriers to the schools continuous improvement?**

All of the following statements are identified and addressed in our 2007-2008 Quality Review Report.

#### **AIDS to continuous improvement:**

There have been several significant aids to our school improvement. One continuous aid to our school improvement is our ***inquiry teams***. The information gained through these teams is used school wide to help teachers improve instruction for various skills. This year (2010 -11), the focus of our inquiry/teacher teams will be to improve teacher knowledge of the Common Core Standards and adapt our curriculum to reflect these new rigorous standards.

***School staff*** is supportive and works well as a team. Through grade meetings, professional development, lunch time meetings, and time planning our teachers/staff are strong and an essential part of our school's success. Evidence of this is our Quality Review Status, Our Progress Report Grade, Accountability Status and the Learning Environmental Survey. Additional evidence is staff support, attendance and participation in all school events such as Character Day, Christmas and End Term Parties, Science Fair, Recycling Program, Math Night, Professional Development Opportunities, and Curriculum Planning. This holds true for our PTA as well. Our PTA is very active and visible in the school building. They sponsor events such as class pictures, The Pumpkin Patch, Assemblies, 6th Grade Picnic, and have increased attendance at PTA meetings. They are supportive and generous with their time, effort and funds.

***School Leadership Team*** is active and high functioning. The School Leadership Team has been very effective with school policies and new initiatives for the building. Continuous ***support from local Council-members*** with generous RESO A allocations. Due to these allocations we have been able to acquire new computers for both of our computer labs. We have constructed a new state of the art Library for our building and our school yard has had a face lift with Out2Play. Our new school yard allows our student to play many games and get the exercise they need.

**BARRIERS to continuous improvement:**

**Budgetary Limitations** We are not able to hire additional staff for more small class size, extra core subjects or enrichment programs. A school this large would benefit from at least 1 more physical education staff member and science teachers. Professional Development would also benefit from additional staff members who could cover teachers to attend meetings in and outside of the school building. Computers and other technological equipment are always in need.

**Lack of Space.** We do not have space for art rooms, science labs, music rooms, or a teacher's lounge. We have a large population of SWD's who would also benefit from more space so they could be in a larger classroom. Our school would benefit from an additional computer lab or two to ensure all grades have sufficient time for the technology curriculum.

## 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.

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ANNUAL GOAL	DESCRIPTION
<b>SMART GOAL 1: CORE STANDARDS</b> – By June 2011 90% of all teachers will implement core standards in one unit of study in each grade for Math and ELA.	As a result of the new core standards we have decided to implement the standards in one unit of study in each grade for Math and ELA through several professional development sessions.
<b>SMART GOAL 2: SWD/ELA</b> – By June 2011 our SWD population will increase the number of students receiving a level 2 and 3 on the NYS ELA Exam by 3%.	As our staff and SLT analyzed the findings of our Accountability Overview Report on NY Start we discovered that our SWD did not meet our AYP/ELA. By concentrating on specific reading skills we will raise reading levels through inquiry team work.
<b>SMART GOAL 3: SCHOOLWIDE COMMUNICATION</b> –Our staff, student and parent population will feel positively about the school’s communication with them as measured by a 65% response of agree or strongly agree on the 2010-2011 Learning Environment Survey.	As our staff and SLT analyze the findings of the 2009-2010 Environmental Survey (when published) we will project our schools expectations for improvement.
<b>SMART GOAL 4: MALE STUDENTS/IGC</b> – By June 2011 our male population entering IGC will increase by 3% resulting from teacher recommendation and/or proficiency ratings.	After conducting our needs assessment the SLT discovered that our male students are exhibiting difficulty achieving IGC status. By concentrating on specific reading/math/social skills we will raise the % of males in IGC throughout the school.

**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 2009-10 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):** 1: CORE STANDARDS

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011 90% of all teachers will implement core standards in one unit of study in each grade for Math and ELA.</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Actions/Strategies/Activities:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Provide teachers with an introductory overview of CCSS with a focus on Literacy/Reading</i></li> <li>• <i>Teachers will explore CCSS ELA appendices in order to become familiar with samples of relevant performance tasks and sample materials for additional support.</i></li> <li>• <i>Professional development will be ongoing throughout the year and coaches will meet with all teachers and staff to assist in applying strategies to implement the CCSS.</i></li> <li>• <i>Identified staff will participate in CFN 208 sponsored professional development regarding the effective use of Instructional Rounds based on “Problem of Practice”.</i></li> <li>• <i>Teacher teams will use qualitative and quantitative data to determine professional development needs and establish differentiated professional development to support the implementation of a unit of study that includes differentiated tasks.</i></li> <li>• <i>Construct an appropriate rubric to align with the CCSS and the unit of study.</i></li> <li>• <i>Pilot the unit of study aligned to the CCSS</i></li> <li>• <i>Schedule common planning time for monthly interdisciplinary team meetings. (Thursday 37.5 minutes)</i></li> </ul> <p><b><u>Target Population(s):</u></b> <i>All teachers and staff members.</i></p> <p><b><u>Responsible Staff Members:</u></b> <i>Principal, Assistant Principals, Coaches, and Data Specialist</i></p> <p><b><u>Implementation Timeline:</u></b> <i>September 2010 through May 2011</i></p> <p><b><u>Monitor and Adjust:</u></b> <i>The progress towards developing one unit of study for ELA/Reading</i></p>

	<p>aligned with the CCSS that can be used by teachers will carefully be monitored at established intervals or periodic review. Adjustments to this process will be informed by qualitative and quantitative data sources. All actions and strategies outlined in this plan will continue to be adjusted and improved in order to achieve our annual goal.</p> <p><b><u>Intervals of Revision:</u></b></p> <ul style="list-style-type: none"> <li>• <b>November 29, 2010:</b> Revisions TBD and summarized based on an analysis of CCSS and school-level qualitative and quantitative data.</li> <li>• <b>January 24, 2011</b></li> <li>• <b>March 14, 2011</b></li> <li>• <b>May 9, 2011</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources:</u></b> <i>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</i></p> <ul style="list-style-type: none"> <li>• <i>Professional instructional materials to support implementation of CORE Standards</i></li> <li>• <i>Teacher Per Session TBD</i></li> <li>• <i>Coaches Per Session TBD</i></li> <li>• <i>Supervisor Per Session TBD</i></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial Indicator September 2010:</u></b> <i>Discussions with teachers regarding the new core standards and assessment tools in place to begin developing and implementing one unit of study for math or ELA.</i></p> <p><b><u>Projected Gains:</u></b> <i>The expectation is that by each checkpoint at least one quarter of the unit of study will be developed and aligned to CCSS so that by the end of the school year all teachers and classes will have implemented a unit of study based on the CCSS.</i></p> <p><b><u>Semester 1 Midterm Progress Point – November 29, 2010:</u></b> <i>Teachers will share strategies and lesson plans for the unit of study they are developing. One quarter of the unit should be developed by this time.</i></p> <p><b><u>Semester 1 End-term Progress Point -January 24, 2011:</u></b> <i>The unit continues to be developed based on the needs of student populations and the CCSS. Half of the unit should be completed and ready for implementation.</i></p> <p><b><u>Semester 2 Midterm Progress Point – March 14, 2011:</u></b> <i>Teachers will share best practices/strategies and how they are going to approach implementing the unit in their classrooms. The unit should be completed at this stage.</i></p> <p><b><u>Semester 2 End-term Progress Point –May 9,2011:</u></b> <i>Reevaluation of the process of implementing the unit and best practices for next year or the next level of work..</i></p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 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):** 2: SWD/ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011 our SWD population will increase the number of students receiving a level 2 and 3 on the NYS ELA Exam by 3%.</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Actions/Strategies/Activities:</u></b></p> <ul style="list-style-type: none"> <li>• <i>PD will be ongoing throughout the year and coaches will meet with teachers of targeted students to assist in applying strategies to improve outcomes of student progress.</i></li> <li>• <i>Use of accountability tools to identify, analyze and keep track of student progress through data including Quickstart reports and NYSESLAT results.</i></li> <li>• <i>How to differentiate instruction during Reader’s Workshop with small group and individual strategy lessons.</i></li> <li>• <i>Long and short term goals will be monitored by teacher and communicated to student and parent.</i></li> <li>• <i>Teachers will focus on goals to support the progress of their struggling students in reading.</i></li> <li>• <i>School’s Inquiry Teams across grades will focus on sub skills, learning targets and June goals that are geared to improve reading. They will meet regularly each Thursday to plan and follow up on student progress.</i></li> <li>• <i>37 minutes will be used to give additional instruction and support to struggling students.</i></li> </ul> <p><b><u>Target Population(s):</u></b> <i>Teachers servicing SWD’s and all SWD students in any and all subgroups, Reading Teachers</i></p> <p><b><u>Responsible Staff Members:</u></b> <i>Assistant Principals, Coaches, and Data Specialist</i></p>

	<p><b><u>Implementation Timeline:</u></b> <i>September 2010 through May 2011</i></p> <p><b><u>Monitor and Adjust:</u></b> The progress towards our SWD's reaching level 3 for ELA/Reading aligned with the CCSS is that teachers will be carefully monitoring students at established intervals as a result of their inquiry team work. Adjustments to this process will be informed by qualitative and quantitative data sources. All actions and strategies outlined in this plan will continue to be adjusted and improved in order to achieve our annual goal.</p> <p><b><u>Intervals of Revision:</u></b></p> <ul style="list-style-type: none"> <li>• <b>November 29, 2010:</b> Revisions TBD and summarized based on an analysis of CCSS and school-level qualitative and quantitative data.</li> <li>• <b>January 24, 2011</b></li> <li>• <b>March 14, 2011</b></li> <li>• <b>May 9, 2011</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources:</u></b> <i>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</i></p> <ul style="list-style-type: none"> <li>• <i>Professional instructional materials to support interdisciplinary curriculum development during the regular school day.</i></li> <li>• <i>Consumable instructional materials for use during extended day programs. Teacher per session (2 days per week) for after school programs and differentiated professional development.</i></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial Indicator September 2010:</u></b> <i>Discussions with teachers regarding the assessment tools in place and initial examination of student data to be aware of and target the students most in need.</i></p> <p><b><u>Projected Gains:</u></b> <i>At each interim Progress Point .5% of targeted students will achieve a level 3 on tasks aligned to the CCSS.</i></p> <p><b><u>Semester 1 Midterm Progress Point – November 29, 2010:</u></b> <i>Teachers will share targeted student(s) data and how they are following the progress of the student(s) based on the data sources and teacher accountability measures such as conference note and strategies used to achieve long and short term goals..</i></p> <p><b><u>Semester 1 End-term Progress Point -January 24, 2011:</u></b> <i>Reevaluation of the process of using multiple data sources to evaluate the student(s) on their inquiry teams progress and teacher accountability results.</i></p> <p><b><u>Semester 2 Midterm Progress Point – March 14, 2011:</u></b> <i>Teachers will share targeted</i></p>

*student(s) data and how they are following the progress of the student(s) based on the aforementioned data sources and teacher accountability tools.*

***Semester 2 End-term Progress Point -May 9, 2011:*** *Reevaluation of the process of using multiple data sources to evaluate the targeted student(s) on their inquiry teams*

**SECTION VI: ACTION PLAN**

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**3: SCHOOLWIDE COMMUNICATION**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Our staff, student and parent population will feel positively about the school’s communication with them as measured by a 65% response of agree or strongly agree on the 2010-2011 Learning Environment Survey.</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Actions/Strategies/Activities:</u></b></p> <ul style="list-style-type: none"> <li>• <i>PD will be ongoing throughout the year for teachers, parents and students using the various accountability tools – especially ARIS, navigating the school website and DOE website to obtain pertinent information about the school. In addition Professional development and close collaboration with guidance counselors to open lines of communication for students and staff.</i></li> <li>• <i>Parents will be apprised of the inquiry process and be aware of their children’s academic goals through parent-teacher conferences, goal assessment sheets, ARIS, school website and newsletters.</i></li> <li>• <i>Where appropriate student input will be asked with regard to specific needs.</i></li> <li>• <i>Learning outcomes will be evaluated by teachers and discussed with students and parents.</i></li> <li>• <i>Teachers will create various ways to communicate goals to students and parents (such as use of planner, newsletters, email, letters, school website, etc.) with feedback on outcomes.</i></li> <li>• <i>Increase amount of communication with parent and student regarding academic progress throughout the school year.</i></li> <li>• <i>Increase the comfort level students feel about discussing issues with adults in our school by additional professional development for our staff to open lines of communication (especially with regard to grade six).</i></li> </ul> <p><b><u>Target Population(s):</u></b> <i>All staff, students, teachers and parents</i></p>

	<p><b><u>Responsible Staff Members:</u></b> <i>Principal and Assistant Principals</i></p> <p><b><u>Implementation Timeline:</u></b> <i>September 2010 through May 2011</i></p> <p><b><u>Monitor and Adjust:</u></b> <i>As our staff and SLT analyze the findings of the 2009-2010 Environmental Survey (when published) we will project our schools expectations for improvement. These expectations will be worked on by teacher teams to create different ways of communicating with our school community. All actions and strategies outlined in this plan will continue to be adjusted and improved in order to achieve our annual goal.</i></p> <p><b><u>Intervals of Revision:</u></b></p> <ul style="list-style-type: none"> <li>• <b>November 29, 2010:</b> <i>Revisions TBD and summarized based on an analysis of CCSS and school-level qualitative and quantitative data.</i></li> <li>• <b>January 24, 2011</b></li> <li>• <b>March 14, 2011</b></li> <li>• <b>May 9, 2011</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include <b>human and fiscal resources</b>, with specific reference to scheduled <b>FY'11 PS and/or OTPS budget categories</b>, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources:</u></b> <i>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</i></p> <ul style="list-style-type: none"> <li>• <i>Professional instructional materials to support parent communication and professional development.</i></li> <li>• <i>Consumable instructional materials to support parent communication and professional development.</i></li> <li>• <i>Per Session as needed.</i></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial Indicator September 2010:</u></b> <i>Examination of school learning environment survey to pinpoint the need for stronger parent communication</i></p> <p><b><u>Projected Gains:</u></b> <i>At each interval progress point we will see a 3% increased use of school website by parents. There will also be one to two additional mailings or newsletters send to the school community.</i></p> <p><b><u>Semester 1 Midterm Progress Point – November 29, 2010:</u></b> <i>Teachers and staff will share the number of letters, use of planners, email, newsletters, etc. that document parent contact regarding school educational goals.</i></p> <p><b><u>Semester 1 End-term Progress Point -January 24, 2011:</u></b> <i>Reevaluation of the above process and parent attendance at school functions. Increase number of documents to parents.</i></p>

	<p><b><u>Semester 2 Midterm Progress Point – March 14, 2011:</u></b> Staff will share the progress of parent communication and need to increase or improve methods of communication.</p> <p><b><u>Semester 2 End-term Progress Point -May 9, 2011:</u></b> Reevaluation of the success of participants taking the environment survey.</p>
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**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** 4: MALE/IGC

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011 our male population entering IGC will increase by 3% resulting from teacher recommendation and/or proficiency ratings.</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Actions/Strategies/Activities:</u></b></p> <ul style="list-style-type: none"> <li>• <i>PD will be ongoing throughout the year and coaches will meet with teachers of targeted students to assist in applying strategies to improve outcomes of student progress. The following topics will be addressed:</i></li> <li>• <i>Use of accountability tools to identify, analyze and keep track of student progress through data.</i></li> <li>• <i>How to Differentiate instruction with small group and individual strategy lessons focused on high interest for males.</i></li> <li>• <i>Long and short term goals will be monitored by teacher and communicated to student and parent.</i></li> <li>• <i>Focus attention on ordering text/materials that is geared toward males.</i></li> <li>• <i>Teachers will focus on goals to support the progress of their male students in reading and math.</i></li> <li>• <i>School's Inquiry Teams across grades will focus on sub skills, learning targets and June goals that are geared to improve male scores. They will meet regularly each Thursday to plan and follow up on student progress.</i></li> <li>• <i>37 minutes will be used to give additional instruction and support to male students if needed..</i></li> </ul> <p><b><u>Target Population(s):</u></b> <i>Teachers servicing general education grades 2 -6 and all male students in grades 2-6..</i></p> <p><b><u>Responsible Staff Members:</u></b> <i>Assistant Principals for SWD's, Coaches, and Data Specialist</i></p> <p><b><u>Implementation Timeline:</u></b> <i>September 2010 through May 2011</i></p>

	<p><b><u>Monitor and Adjust:</u></b> The progress towards our male students reaching level 4 for ELA/Reading aligned with the CCSS is that teachers will be carefully monitoring students at established intervals as a result of their inquiry team work. Adjustments to this process will be informed by qualitative and quantitative data sources. All actions and strategies outlined in this plan will continue to be adjusted and improved in order to achieve our annual goal</p> <p><b><u>Intervals of Revision:</u></b></p> <ul style="list-style-type: none"> <li>• <b>November 29, 2010:</b> Revisions TBD and summarized based on an analysis of CCSS and school-level qualitative and quantitative data.</li> <li>• <b>January 24, 2011</b></li> <li>• <b>March 14, 2011</b></li> <li>• <b>May 9, 2011</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b><u>Funding Sources:</u></b> <i>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</i></p> <ul style="list-style-type: none"> <li>• <i>Professional instructional materials to support interdisciplinary curriculum development during the regular school day.</i></li> <li>• <i>Consumable instructional materials for use during extended day programs.</i></li> <li>• <i>Teacher per session (2 days per week) for after school programs and differentiated professional development.</i></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial Indicator September 2010:</u></b> <i>By concentrating on specific reading/math/social skills we will raise the % of males in IGC throughout the school. Discussions with teachers regarding the assessment tools in place and initial examination of student data to be aware of and target the students most in need.</i></p> <p><b><u>Projected Gains:</u></b> <i>At each interim Progress Point .5% of targeted students will achieve a level 3 on tasks aligned to the CCSS.</i></p> <p><b><u>Semester 1 Midterm Progress Point – November 2010:</u></b> <i>Teachers will share targeted student(s) data and how they are following the progress of the student(s) based on the data sources and teacher accountability measures such as conference note and strategies used to achieve long and short term goals..</i></p> <p><b><u>Semester 1 End-term Progress Point -January 2011:</u></b> <i>Reevaluation of the process of using multiple data sources to evaluate the student(s) on their inquiry teams progress and teacher accountability results.</i></p> <p><b><u>Semester 2 Midterm Progress Point – March 2011:</u></b> <i>Teachers will share targeted student(s) data and how they are following the progress of the student(s) based on the aforementioned</i></p>

*data sources and teacher accountability tools.*

**Semester 2 End-term Progress Point -May 2011:** *Reevaluation of the process of using multiple data sources to evaluate the targeted student(s) on their inquiry teams.*

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	27	27	N/A	N/A	3	0	0	N/A
1	35	35	N/A	N/A	1	0	0	N/A
2	33	33	N/A	N/A	5	0	0	N/A
3	20	17	N/A	N/A	4	0	0	N/A
4	43	15	21	50	3	0	0	N/A
5	37	16	16	37	0	0	0	N/A
6	39	19	29	43	1	0	0	N/A
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**

*AIS PROGRAM DESCRIPTIONS 2010-2011*

<i>Name of Academic Intervention Services (AIS)</i>	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, peer tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<u><b>Social Studies:</b></u>	<b>Students in grades K-6. Small group reading instruction that takes place after school three days a week for 37 minutes. Children eligible for the program are children who received a 1 or II on state ELA and SS exams.</b>
<u><b>Science:</b></u>	<b>Students in grades K-6. Small group math instruction that takes place after school three days a week for 37 minutes. Children eligible for the program are children who received a 1 or II on state Math and Science exams.</b>
<u><b>ELA:</b></u>	
<b>After School Program MTH</b>	<b>The program is run by TASC and services all children in grades 1-6 including special education and ELL. It takes place after school for 2 hours, 5 days a week. MTH has various classes such as Spanish, yoga, homework help, remediation, music, drama, and sports.</b>
<b>Small Group Instruction Push In Paraprofessionals</b>	<b>Paraprofessionals assigned to specific students on a daily basis offering assisted instruction in all subject areas.</b>
<b>Computer Assisted Instruction</b>	<b>Technology teacher pushes into classrooms to assist students in small group literacy and math instruction using computer software. Instruction takes place twice a week for one period.</b>
<b>Funded Reading</b>	<b>Students in small group pull out program for literacy instruction during the school day. Each group is seen on a daily basis.</b>
<b>Reading Plus</b>	<b>A comprehensive, evidence based software solution for reading assessment and improvement in reading levels focusing on fluency for grades 3-6 twice a week for 40 minutes. This program is also continued at home by those who have internet access.</b>
<b>Headsprout</b>	<b>A technology program for that teaches phonics and other basic reading skills administered by the technology /classroom teacher of grades 1 and 2 three days a week for 40 minutes. The program is fundamental to Reading Basics, and the program is designed as a series of engaging, internet-based, animated lessons that teach reading basics.</b>

<b>Leap Frog/Leap Pads</b>	<b>A reading program that offers a multi-sensory approach using the leap pads in grades K-6 everyday during literacy block.</b>
<b>Foundations</b>	<b>Wilson Foundations for K-2 is a phonological/phonemic awareness, phonics, and spelling program. It is based on the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure.</b>
<b>Wilson</b>	<b>WRS is a researched based reading and writing program that teaches students fluent decoding and encoding skills to the level of mastery. The program includes sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. The program will be implemented with 3<sup>rd</sup> thru 6<sup>th</sup> graders.</b>
<b><u>Math:</u></b>	
<b>Everyday Math Part III Math Steps</b>	<b>A math remediation program for grades 3-5 administered by the math coach in small groups twice a week.</b>
<b>Learning Leaders</b>	<b>Parent volunteers devote time each week to work with a child in need of intervention services.</b>
<b><u>AIS Counseling provided by the guidance counselor:</u></b>	<b>Intervention program implemented by the guidance counselor. The objective is to connect the counselor's work to school improvement and intervention.</b>

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) 1-6 \_\_\_\_\_ Number of Students to be Served: 58 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 5 \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

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

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

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction

program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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P.S. 229's Title III program provides approximately 58 English Language Learners with supplemental instruction in an After School Program and an Early Bird Program. The After School Program will service ELLs in grades 1-4. There is one 1<sup>st</sup> grade class, one 2<sup>nd</sup> grade class, one 3<sup>rd</sup> grade class, and one 4<sup>th</sup> grade class that meet three times a week. Tuesdays and Wednesdays from 3:00-4:30 and Fridays from 2:30-4:30 for 63 sessions from November 2010 through April 2011. The focus of the instruction will be literacy and math using ESL strategies and the group size will be maintained at 12 or less students per teacher. The Early Bird program will begin in January 2011. It will serve 5<sup>th</sup> and 6<sup>th</sup> grade long-term ELLs meeting three times a week from 7:00am-8:00am for 35 sessions. The focus will be reading and math. General instructional supplies chart paper and markers will be purchased to support the supplementary programs.

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**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.

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P.S. 229 Title III Professional Development Program will focus on providing teachers with the opportunity to look at the school and make suggestions for bettering the ELL supplementary program. Teachers participating in the professional development workshops and trainers will be paid at the per session rate. Each workshop will be two hours long. These professional development sessions will be facilitated by school administrators and ESL teachers.

Teachers working in the supplementary programs with ELLs will receive three two-hour professional development sessions after school from 3:00 P.M. – 5:00 P.M. Topics that will be addressed during these professional development sessions are as follows:

1. Two-hour professional development session devoted to developing vocabulary. (Nov.— Mrs. DelGrosso – AIS)
2. Two-hour professional development sessions devoted to analyzing assessment and recorded progress students have made in extended day. (April)
3. Two-hour professional development sessions will be devoted to Methodology that refreshes activities for English Language Learners. (June)

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**Section III. Title III Budget**

School: 229Q BEDS Code: 342400010229

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$25,942.80	<b>520 hours of per session for ESL teachers to support ELL Students: 520 hours x \$49.89 = \$25,942.80)</b>
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	\$199.88	<b>13 hours of per session for payroll secretary: 13 x 0.5 x \$30.75</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials. Must be clearly listed.</li></ul>	\$897.32	<b>Workbooks, chart paper, ink, xerox paper</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		

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

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

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

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

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

The assessment was conducted by looking at four different variables: LAP, CEP, The Home Language Report and a survey of the languages being spoken by 60 parents attending ESL classes.

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.

In P.S 229, there are languages other than English being spoken by the parents. However most of the parents communicate in English. Our intent is to provide written translations in the languages with the greatest percentages to aid communication and promote parental involvement. Presently we have Spanish, Chinese, Korean, Bengali and Polish for written translation.

#### **Part B: Strategies and Activities**

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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.

We plan to translate:

- a. The "P.S. 229 Villager" a monthly newsletter that communicates information about the school's academic programs and events during and after school.
  - b. The Kindergarten Orientation Packet
  - c. Weekly or monthly notices on school activities or events for example, "Getting to know You" (open school week), information on standardized test taking, math night, the science fair, etc.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We looked at the same variable used for written translations and at our recent newcomers who must take standardized tests not given in their native language for example social studies, math or science in Polish.

- a. We will provide language (Bengali, Polish, Chinese, Spanish and Korean) Para-professionals during Meet the Teacher, Parents/Teacher conferences, PTA meetings and other events as needed.
  - b. We will provide oral interpretation before, during and after school hours and by phone calls in Spanish, Chinese, Polish, Korean, Bengali and Urdu.
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>.
- a. Primary languages spoken by the parent of each student will be determined within 30 days of enrollment and will receive assistance if needed.
  - b. Timely provision of translated documents will be provided.
  - c. Timely provision of oral translation in groups or one to one meetings.

**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:		\$682,768	\$682,768
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$6,828	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		N/A	
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$68,276	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009 - 2010 school year: \_\_\_\_100%\_\_\_\_
9. If the percentage of high quality teachers during 2009 – 2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## **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.**

#### **Title I Parent Involvement Policy and Parent-School Compact for P.S. 229Q**

##### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P.S. 229Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 229Q policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. P.S. 229Q will support parents and families of Title I students by:

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

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

P.S. 229Q Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 229Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Teacher Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 229Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team and the Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who

attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and Learning Environment Survey Report.
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**P.S. 229Q will further encourage school-level parental involvement by:**

- holding an annual Title I Parent meeting;
- hosting educational family events/activities during Open School Week and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, (or Parent-Teacher Association.
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

### **Section II: School-Parent Compact**

P.S. 229Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 229Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

**Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:**

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

**Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week, Getting to Know You Conferences in early October, and parent workshops);

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 - 30 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
  - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

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

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by **Sibylle Ajwani, Ed. D. on October 26, 2010**

This Parent Involvement Policy was updated on October 26, 2010

The final version of this document will be distributed to the school community on November 18, 2010, be posted on our school website and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

### **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.
  - a. *Please see section IV on Needs Assessment page 10*
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - *Please refer to Section V Annual School Goals, Section VI Action Plans, Appendix 1 Academic Intervention Services, and Appendix 2 Program for English Language Learners.*
    - Use effective methods and instructional strategies that are based on scientifically-based research that:
      - *P.S. 229 has targeted assistance for our struggling learners during the 37 minutes.*
      - *We have a large after school program Maspeth Town Hall and Afterschool Y that addresses both academic and social needs.*
      - *There are accelerated classes on grades three through six with enriched programs and all teachers differentiate their instruction to the needs of students based on assessment results.*

- *Summer School focuses on the at-risk student and English Language Learners Seats are offered according to available funding.*
- *Guidance and SBST target students in need for additional support.*
- *The curriculum is Standards based with a high degree of differentiation.*
- *See Section V and VI School goals and Action Plan which address specific groups in need of improvement.*

3. Instruction by highly qualified staff.

- *The staff at P.S. 229 is 100 % highly qualified.*

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

- *Professional development is attended throughout the year at grade meetings, faculty conferences and during the school day. School coaches, teachers and administrators facilitate professional development. Teachers attend PD from the STEM II grant and various offerings at ICI our Learning Support Organization.*

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

- *Not applicable*

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

- *Book Clubs and family workshops are offered to parents throughout the year.*
- *Computer workshops and caretaker classes are also offered.*
- *Parents are asked to sign student book logs.*
- *Two Saturday parent workshops are planned for the winter and spring.*
- *Parents are invited to publishing celebrations and read alouds.*

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.

- *Pre-school parents are offered several workshops in June and September to learn about P.S. 229 and how to help their child transition to Kindergarten.*
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.
- *P.S. 229 has over 9 Inquiry Teams consisting of over 90% of our staff. Based on the teams' findings school wide changes are implemented*
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.
- *Please see Appendix 1 AIS and Appendix 2 ELL*
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.
- *Although most of the above are not applicable to P.S. 229 – SBST, Guidance and the Parent Coordinator do service our shelter students with special services to assist them.*
  - *We hold adult ESL class.*
  - *We offer Computer workshops for adults.*

#### **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 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>

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**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 have 15 students since the beginning of September.
2. Please describe the services you are planning to provide to the STH population.
  - Students are guaranteed a seat in Maspeth Town Hall after school program. There are teen tutors available specifically for the STH population to assist students with their homework if needed.
  - Ms. O'Donnell (Parent Coordinator) meets with each family at registration to find out their individual needs. She is in daily contact with updates from Maggie Olivero the DOE worker for the Metro Family Residence.
  - Busing is provided immediately to and from school and for the various after school programs.
  - Families are assisted with free uniforms and school supplies when needed.
  - Free breakfast is provided. The guidance counselor makes sure that STH have eaten breakfast.
  - Ms. O'Donnell walks STH around the building on the way to their first class to help them become familiarized with their new surroundings.
  - Getting to know you groups and welcoming you groups are set up by the guidance counselor and offered to new STH students
  - Individual and group rap sessions as well as counseling is offered on a voluntary basis.
  - Ms. Quick (guidance counselor) meets with students bi-weekly and offers emotional support services when needed to help them to succeed academically.
  - Parent Coordinator/Guidance Counselor reach out to parents in order to work as a team to help students adjust and transition into their new learning environment and reach their academic potential.
  - Parent Coordinator/Guidance Counselor assist parents with referrals when needed

**1. EYE CARE SERVICES**

2. PARENT WORKSHOPS
3. OUTSIDE COUNSELING SUPPORT SERVICES
4. FREE AFTER SCHOOL ACTIVITIES FOR STUDENTS

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 229 Emanuel Kaplan					
<b>District:</b>	24	<b>DBN:</b>	24Q229	<b>School</b>		342400010229

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	72	71	72		94.9	95.4	95.5
Kindergarten	200	207	207				
Grade 1	184	215	219	<b>Student Stability - % of Enrollment:</b>			
Grade 2	179	186	222	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	152	184	188		92.1	93.5	93.7
Grade 4	179	149	194				
Grade 5	152	174	151	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	188	137	155	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		51.3	67.8	67.8
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	3	13
Grade 12	0	0	0				
Ungraded	21	16	15	<b>Recent Immigrants - Total Number:</b>			
Total	1327	1339	1423	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					20	23	16

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	76	64	77	Principal Suspensions	3	0	2
# in Collaborative Team Teaching (CTT) Classes	68	84	91	Superintendent Suspensions	3	0	4
Number all others	63	57	50				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	91	93	96
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	44	41	12
# receiving ESL services only	145	152	TBD				
# ELLs with IEPs	32	46	TBD	Number of Educational Paraprofessionals	7	5	32

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	98.9
				% more than 2 years teaching in this school	81.3	75.3	90.6
				% more than 5 years teaching anywhere	59.3	60.2	70.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	95.0	90.0	89.6
American Indian or Alaska Native	0.2	0.1	0.1	% core classes taught by "highly qualified" teachers	100.0	99.2	98.9
Black or African American	2.2	2.2	2.0				
Hispanic or Latino	38.2	38.2	38.5				
Asian or Native Hawaiian/Other Pacific	32.5	33.5	34.4				
White	26.6	25.1	25.0				
<b>Male</b>	51.1	53.2	51.8				
<b>Female</b>	48.9	46.8	48.2				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	76.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	47.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	9.5						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>DSSI Cluster 2</b>	District <b>24</b>	School Number <b>229</b>	School Name <b>Emanuel Kaplan</b>
Principal <b>Dr. Sibylle Ajwani</b>		Assistant Principal <b>Gina Mascia</b>	
Coach <b>Samantha Gonzalez</b>		Coach <b>Catherine Sirianni</b>	
Teacher/Subject Area <b>D. Bettenourt/ESL teacher</b>		Guidance Counselor <b>Lisa Ryan</b>	
Teacher/Subject Area <b>N. DiPietro/ESL teacher</b>		Parent <b>C. Kempf</b>	
Teacher/Subject Area <b>C. Coughlin/ESL teacher</b>		Parent Coordinator <b>Teresa O'Donnell</b>	
Related Service Provider <b>Larry Golub</b>		Other <b>J.Amare/ESL teacher</b>	
Network Leader <b>John O'Mahoney</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>7</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1339</b>	Total Number of ELLs	<b>180</b>	ELLs as Share of Total Student Population (%)	<b>13.44%</b>
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## Part II: ELL Identification Process

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

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

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

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

1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This survey lets school staff know what language the child uses at home. A certified ESL teacher is present during the informal oral interview in English or their native language when possible. If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance). A certified ESL teacher administers the Lab-R. NYSESLAT scores are used to group the students for the following school year.

2. A student enters the public school system. The parent and child is interviewed by a certified ESL teacher. If the HLIS that is filled out on them states that another language other than English is spoken at home, the student is then administered the LAB-R within the first ten days of entering the school. If the student fails and the home language is Spanish, he/she will be given the LAB in Spanish. The parent is then notified that their child is entitled to services. The ESL Department holds an orientation informing parents of all the possible programs their child is entitled to. All three programs are mentioned and explained through the use of a video. There are the Bilingual programs (Transitional Bilingual Education and Dual Language) that strengthen students' native language development and content knowledge while they transition to English. These programs must include the necessary English as a Second Language (ESL), Native Language Arts (NLA), and English Language Arts (ELA) instructional units. There is the English as a Second Language (ESL) program that use various strategies, sometimes with native language support, so students develop language and content knowledge in English. These programs must include the necessary ESL and ELA instructional units. We explain to the parent that if there are 15 or more students of the same language in the same grade or close in grade, a bilingual or bridged-bilingual class can be made. If we do not have sufficient students to form such a class, we talk about a school close by that may be able to accommodate the program of their choice. The parents usually opt for ESL instruction.

3. If the student fails the Lab-R, an entitlement letter (in their native language when possible) is sent home inviting them to attend the orientation meeting. The original HLIS of students' that failed the LAB-R is kept filed in the ESL Department. A copy is filed in the student's cumulative record. To ensure that the parents understand all three program choices, the first official interaction with the parents of ELLs is the parent orientation session where program placement options are presented with clarity and objectivity (parents that do not attend the orientation meeting, are called to reschedule an individual meeting with an ESL teacher or a video in their language is sent home). A video orientating parents of newly enrolled ELLs into the New York City school system of their program choices and their rights to choose is made available in English, Spanish, Chinese, Russian, Korean, Urdu, Bengali and Arabic. We also have Urdu, Spanish, Chinese and Korean translators available in the school.

4. The criteria used to place identified ELL students in our instructional program is the "Parent Survey and Program Selection" form. Although "Free-Standing English as a Second Language" has been the parents preference in the last few years, during the meeting, parents are informed explicitly that with fifteen or more students of the same native language (Spanish and Chinese) a bilingual class of instruction can be reinstated. They are also informed that a bridged class is possible. Furthermore, if a parent is interested in bilingual education, they are informed that a nearby school has a bilingual program and that the instructional program of their choice is for the school year. The Free Standing English as a Second Language Program offers all instruction in English.

5. After reviewing the Parents' Survey and Program Selections for the past few years, the program selection is aligned with the parents' choice. Parents in this community request ESL programs as their first choice. Their program selection is Free Standing English as a Second Language. Out of thirty-three parent survey and program selection forms no one opted for transitional bilingual/dual language instruction.

6. The program offered by our school is aligned with the parents' request. Free-standing English as a Second language has been opted by the parents. The three different ELL instructional programs are described in detail at our Parents' Orientation meetings. All three programs are mentioned and explained. There are the Bilingual programs (Transitional Bilingual Education and Dual Language) that strengthen students' native language development and content knowledge while they transition to English. These programs must include the necessary English as a Second Language (ESL), Native Language Arts (NLA), and English Language Arts (ELA) instructional units. There is the English as a Second Language (ESL) program that use various strategies, sometimes with native language support, so students develop language and content knowledge in English. These programs must include the necessary ESL and ELA instructional units. We

explain to the parent that if there are 15 or more students of the same language in the same grade or close in grade, a bilingual or bridged-bilingual class can be made. If we do not have sufficient students to form such a class, we talk about a school close by that may be able to accommodate the program of their choice. The parents usually opt for ESL instruction. All meetings are translated into the major languages of this community, which are Spanish, Chinese, Urdu and Korean.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>		1	1		1	1	1							5
<b>Push-In</b>	3	1	1	3	3	2	1							14
<b>Total</b>	3	2	2	3	4	3	2	0	0	0	0	0	0	19

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	180	Newcomers (ELLs receiving service 0-3 years)	125	Special Education	32
SIFE	0	ELLs receiving service 4-6 years	49	Long-Term (completed 6 years)	6

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	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	125	0		49			6			180
<b>Total</b>	125	0	0	49	0	0	6	0	0	180

Number of ELLs in a TBE program who are in alternate placement: 6

### C. Home Language Breakdown and ELL Programs

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

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

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

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	
Other										0	0
<b>TOTAL</b>	0	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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	11	9	11	17	19	15	11							93
Chinese	11	8	13	7	5	6	6							56
Russian	1													1
Bengali		1	1		2	1	1							6
Urdu		1				1	1							3
Arabic				1		1	1							3
Haitian														0
French														0
Korean		1					1							2
Punjabi	1					1								2
Polish	1													1
Albanian														0
Other	1		2	3	5	1	1							13
<b>TOTAL</b>	<b>26</b>	<b>20</b>	<b>27</b>	<b>28</b>	<b>31</b>	<b>26</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>180</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. a. The preferred organizational models used in P.S. 229 is the "push-in" model. The ELLs are placed in regular instructional classes grouped by proficiency level with a certified common branch teacher and an ESL certified teacher that pushes-in or pulls-out for the time required by the proficiency level of the students in the class. The ESL teachers organize their push-in schedule during reading, writing or math. We participate in Teacher's College Readers and Writers Workshop Balance Literacy Model promoted by the National Reading Council. This includes 90 minutes daily of literacy (ELA). In addition grades K-2 have 60 minutes and grades 3-5 have 75 minutes of Everyday Math. The ESL teachers pushes in either four or eight times per week for 45 minutes depending on the students' proficiency level. The ESL teacher may pull-out 4 times per week to fulfill the NYS CR Part 154 mandated number of units of ESL.

b. For "push-in" or "pull-out" beginner and intermediate levels are grouped together. Advanced and proficient are grouped together. The ESL teachers meets with the classroom teacher to discuss the needs of their ELLs. They devise goals for their students and use various strategies to try and meet their target goals.

2. Students are grouped according to the LAB-R and/or NYSESLAT. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction with an additional 180 minutes per week for ELA instruction. The ESL instruction is differentiated as per the proficiency levels (B, I, A) in order to meet the needs of all our ELL students. All of our ELL students receive the same rigorous curriculum as monolingual students. The ESL teachers meet with the classroom teacher to plan together. They use the same teaching points from teacher's college.

3. In our free-standing English as a Second Language model, the content area is delivered in English. Dictionaries, glossaries, student pairing (same native language), charts, highlighting text books and learning leaders are used to make content comprehensible and enrich language development.

4. a. At present we have no SIFE students. If the need arises for SIFE students, programming and instruction will be adjusted. For example, a packet has been created that includes an alphabet chart with corresponding pictures, a newcomer survival baggie containing words and pictures of themes that are necessary for the child to survive the everyday school environment. They are closely watched to make sure that they are included in classroom work especially small group activities. They may also be temporarily placed at a lower grade to make sure they learn basic skills in a less stressful environment.

b. For students with less than three years of ESL services and with beginner and intermediate proficiency levels the academic emphasis is placed on acquiring vocabulary and having shared experiences. These ELLs' classrooms have evidence of functional print (ex. desk, door, etc.), large diagrams with important terms, theme word walls, use of pictures next to directions and evidence of group work. These students are also mandated for ELL - Extended Day supplementary services under Title III. In ELL- Extended Day "On Our Way to English" is used which addresses the four modalities of language. Classes are limited to 10 students so the teacher can focus on the needs of the individual students. The ELLs receive literacy; math support and homework help from certified teachers. If a student is a newcomer he or she may take the standardized tests in the content area in their native language if available.

c. Our plan for ELLs receiving service 4 to 6 years is grouping the students to form an inquiry team. The ESL teacher meets with classroom

teacher to discuss various methodologies both teachers can use to assess the ELLs in language progression and academic success. Teachers discuss needs of the student and utilize ESL strategies to further enhance student learning.

d. For our long-term ELLs, If we see that their weaknesses in reading and writing is what is keeping them from passing the NYSESLAT, an early bird program is designed for them to work on various skills in reading(ie,comprehension:main idea,facts sequence context, conclusion and inference) and in writing(grammar,paraphrasing and punctuation).

e. Depending on the severity of a student's disability, there are two instructional plans for ELLs identified as having special needs at P.S. 229. One model is the CTT Program. This program integrates general education students with special education students in a reduced class registrar. In these classes there is a special education teacher, a general education teacher and a paraprofessional. The ESL teacher pushes in whenever possible and works within the classroom or pulls out. The other model is the self-contained special education class. In the program the ratio is 12:1:1 (twelve students, one special education teacher and one paraprofessional). Here, the ESL teacher pushes in. In both programs, the curriculum is scaffolded and adapted to address the individual needs of special education students

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

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

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

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

**Native Language Arts and Native Language Support**

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



### 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?

5. Based on students NYSESLAT scores, ELA exams, Periodic Assessments and teacher's classroom data, students will be grouped in areas of need (vocabulary, fluency comprehension, etc.). Item analysis is interpreted and weaknesses are targeted. Students that fall in the lowest 1/3 of the population will have intense Reading instruction that includes and not limited to Foundations (4x a week), Headsprouts (2x a week), Reading Workshop (5x a week) and Library. All instruction will be differentiated based upon areas of need. Students will work with Leap Pads as well. Constant reinforcement of basic English vocabulary will be present in every mini lesson. We have an extended day ELL program in place as well where certified ESL teachers work with a group of 3rd and 4th grade students. They receive 10 minutes of foundations 3 times per week followed by reading comprehension using Level A Reading Comprehension books from Continental Press. Peer tutoring is also used by having our sixth grade students help with individual students. Learning Leaders work with individual students as well.

6. English Language Learners reaching proficiency on the NYSESLAT receive academic intervention services. A certified reading teacher works with these students 3-4 times a week and they are given extended to time per state regulations for completing state exams.

7. For the upcoming year, we are planning a three-month early bird support program in reading and math for long-term ELLs.

8. The extended day for ELLs of 5<sup>th</sup> and 6<sup>th</sup> grade is discontinued due to insufficient newcomers.

9. Beginner and Intermediate ELLs attend our after-school program or early-bird program under title III. Information about the programs available is provided in the students native language.

10. There are various computer programs ELLs have access to while in school. A newcomer has the chance to use Rosetts Stone in English to

help develop vocabulary. A website students us is starfall. Using starfall helps in areas of phonics, letter recognition and reading fluency.

11. When a newcomer enters the school, the ESL teacher informs the classroom teacher and the student is paired with a "buddy" to help them become more comfortable in their new environment. Dictionaries are provided by the ESL teacher and books may be available in their native language. When working with older students, the student is encouraged to write in his/her native language so the work is produced and the ELL teacher find a way to have the writing translated.

12. Yes required services supports and resources correspond to the ELLs age and grade levels.

13. We have a Pre-K program that serves the community and every spring we have orientation for newly enrolled students to assure familiarity with the schools' programs and policies.

14. N/A -- Our elementary school does not offer a language elective at this time.

### C. Schools with Dual Language Programs

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

N/A

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

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

1. The ESL teachers attend the same staff development sessions, as do the classroom teachers. Staff development sessions are intended to help pedagogical staff improve student achievement in English proficiency, math and other content areas in order for students to meet New York City and New York State content and performance standards. All teachers attend the Teachers' College sessions and share a common preparation period with their grade counter parts to devise strategies to help ELLs reach the standard in English and content areas. In addition the ESL teachers will also provide the five-mandated workshops for all teachers on different aspects related to English Language Learners. Furthermore, the extended-day ELL teachers under Title III participate in three professional developments. Topics that will be addressed during these professional development sessions are as follows:

1. Two-hour professional development session devoted to developing vocabulary. (Nov.— Mrs. DeGrosso – AIS)
2. Two-hour professional development sessions devoted to analyzing assessment and recorded progress students have made in extended day. (April)
3. Two-hour professional development sessions will be devoted to Methodology that refreshes activities for English Language Learners. (June)

2. P.S. 229 walk students and their parents to their new schools (intermediate schools). Children get a school tour and receive information regarding special classes.

## E. Parental Involvement

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

1. P.S. 229's Title III program will provide ELL parents and guardians with an opportunity to attend 29 hours of parent English classes. A certified teacher will teach these classes. Our parent coordinator will help create a welcoming school environment and host parent workshops and meetings on issues of interest to parents. In addition, the coordinator will provide information about our ELL services in the school and work closely with the ELL coordinator in order to reach immigrant parents in their native languages through written or oral translations. Instructional materials such as adult ESL workbooks will be utilized during class. The "Villager" publications will be translated into Chinese and Spanish and any other relevant material pertaining to outreach and notification will be translated in other languages other than English (Korean, Urdu and Bengali). Report cards are distributed three times a year. The ELL teachers and parents meet at regular schedule conference times. Parents of ELLs are invited to three parent workshops during the school year. In addition, the ELL teacher conducts an orientation session for parents of newly enrolled ELLs in the first week of September and as needed throughout the school year. Parents orientation sessions address program eligibility, program requirements, suggestions and activities to help with parent-child interaction and progress in the learning of English, state standards, assessments and school expectations.

2. We have Maspeth Federal Savings who comes to our school to talk about their services for the community, We have TASC (The After-School Corporation) that offers an after-school program at our school and adult classes in the community. We also have Maspeth Library that visits the school to inform the parents of their services.

3. The needs of the parents are evaluated by parent surveys available in different languages and requests made during school meetings. For example, orientation, open-school week, parent- teacher association meetings, and parent-teacher conferences.

4. Parents are invited to become part of the school community. The Parent Coordinator encourages and supports: school leadership team, class parent committees, Learning Leader program, PTA meetings, PTA workshops, Math night, Parents Volunteer program, Reading funded programs, Publications: "The Villager" (translated into Chinese and Spanish), Parent-Teacher conferences, Open School Week, Class trips, International Night, PHD Night, Band and special Program performances, and ELL classes for parents. All relevant material pertaining to outreach and notification will be translated as needed in other languages other than English.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)			2	5	1	3	4							15
Intermediate(I)			9	11	5	7	5							37
Advanced (A)			10	7	12	5	9							43
Total	0	0	21	23	18	15	18	0	0	0	0	0	0	95

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	9	1	1	2	0	0	2						
	I	10	2	1	2	0	0	6						
	A	4	3	3	7	3	7	5						
	P	3	14	22	17	28	16	12						
READING/ WRITING	B	19	3	2	4	1	0	7						
	I	5	2	10	12	5	7	5						
	A	0	2	9	7	12	5	9						
	P	2	13	6	4	13	11	4						

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	9	2	0	24
4	6	18	2	0	26
5	9	6	7	0	22
6	3	8	4	0	15
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	1	11	3	3	3	1	2	28
4	1	0	8	4	13	3	0	1	30
5	2	0	9	1	7	1	2	1	23
6	1	0	5	0	4	3	3	1	17
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	3	1	13	6	2	1	27
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	2	1	3	1	15	1	0	0	23
8									0
NYSAA Bilingual Spe Ed									0

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

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

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.

1. At P.S. 229, we participate in Teacher's College Readers and Writers Workshop Blanced Literacy Model promoted by the National Readind Council to assess the early literacy skills of our ELLs. Each student has a folder and the assessment can be found in that folder. It is passed along from grade to grade so the classroom teacher as well as the ELL teacher can see the growth of a student. These assessments are a great way to form groups for small group instruction. For example, if you are assessing older students and you notice that a skill most of them are having difficulty in is inferecing, a small group can be made so that the ELL teacher can work with that particular skill. This model includes 90 minutes daily of literacy (ELA). In addition grades K-2 have 60 minutes and grades 3-5 have 75 minutes of Everyday Math.

2. An analysis of the NYSESLAT scores indicates the following: There is a deficit in the area of reading and writing across proficiency levels from first grade to sixth grade. We also noticed that when looking at the forth and fifth grade scores, a lot of students were proficient. We then took a look at all of the names of the students who were now proficient and we came to the conclusion that in forth and fifth grade, the ELLs that became proficient were ELLs who have been in the system for a while.

3.

4.

5.

6

### 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.

The preffered organizational models used in P.S. 229 is the "push-in" model. The ELLs are placed in regular instructional classes grouped by proficiency level with a certified common branch teacher and an ESL certified teacher that pushes-in or pulls-out for the time required by the proficiency level of the students in the class. The ESL teachers organize their push-in schedule during reading, writing or math. We participate in Teacher's College Readers and Writers Workshop Balance Literacy Model promoted by the National Reading Council. This includes 90 minutes daily of literacy (ELA). In addition grades K-2 have 60 minutes and grades 3-5 have 75 minutes of Everyday Math. The ESL teachers pushes in either four or eight times per week for 45 minutes depending on the students' proficiency level. The ESL teacher may pull-out 4 times per week to fulfill the NYS CR Part 154 mandated number of units of ESL. For "push-in" or "pull-out" beginner and intermediate levels are grouped together. Advanced and profient are grouped together. The ESL teachers meets with the classroom teacher to discuss the needs of their ELLs. They devise goals for their students and use various strategies to try and meet their target goals. Students are grouped according to the LAB-R and/or NYSESLAT. Beginning and Intermediate students receive 360 minutes a week of ESL

## Additional Information

instruction. Advanced students receive 180 minutes a week of ESL instruction with an additional 180 minutes per week for ELA instruction. The ESL instruction is differentiated as per the proficiency levels (B, I, A) in order to meet the needs of all our ELL students. All of our ELL students receive the same rigorous curriculum as monolingual students. The ESL teachers meet with the classroom teacher to plan together. They use the same teaching points from teacher's college.

## 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		

	Other		
	Other		
	Other		

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

**School DBN: 24Q229**

***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:		682,768	682,768
2. Enter the anticipated 1% set-aside for Parent Involvement:		6,827	6,827
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

### **Title I Parent Involvement Policy and Parent-School Compact for P.S. 229**

#### **Section 1: Title 1 Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P.S. 229Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 229Q policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. P.S. 229Q will support parents and families of Title I students by:

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

P.S. 229Q Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the

evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 229Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Teacher Association as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 229Q will:

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

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<sup>1</sup> Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**P.S. 229Q will further encourage school-level parental involvement by:**

- holding an annual Title I Parent meeting;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, (or Parent-Teacher Association.
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

### **Section II: School-Parent Compact**

P.S. 229Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 229Q staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **School Responsibilities:**

**Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:**

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;

- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

**Support home-school relationships and improve communication by:**

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week, Getting to Know You Conferences in early October, and parent workshops);

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent

Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 - 30 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:

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

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and

- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by **Sibylle Ajwani, Ed. D. on October 26, 2010**

This Parent Involvement Policy was updated on October 26, 2010

The final version of this document will be distributed to the school community on November 18, 2010, be posted on our school website and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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

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

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

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

a. *Please see section IV on Needs Assessment page 10*

2. Schoolwide reform strategies that:

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

- *Please refer to Section V Annual School Goals, Section VI Action Plans, Appendix 1 Academic Intervention Services, and Appendix 2 Program for English Language Learners.*

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

- *P.S. 229 has targeted assistance for our struggling learners during the 37 minutes.*
- *We have a large after school program Maspeth Town Hall and Afterschool Y that addresses both academic and social needs.*
- *There are accelerated classes on grades three through six with enriched programs and all teachers differentiate their instruction to the needs of students based on assessment results.*
- *Summer School focuses on the at-risk student and English Language Learners Seats are offered according to available funding.*
- *Guidance and SBST target students in need for additional support.*
- *The curriculum is Standards based with a high degree of differentiation.*
- *See Section V and VI School goals and Action Plan which address specific groups in need of improvement.*

3. Instruction by highly qualified staff.

- *The staff at P.S. 229 is 100 % highly qualified.*

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

- *Professional development is attended throughout the year at grade meetings, faculty conferences and during the school day. School coaches, teachers and administrators facilitate professional development. Teachers attend PD from the STEM II grant and various offerings at ICI our Learning Support Organization.*
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- *Not applicable*
6. Strategies to increase parental involvement through means such as family literacy services.
- *Book Clubs and family workshops are offered to parents throughout the year.*
  - *Computer workshops and caretaker classes are also offered.*
  - *Parents are asked to sign student book logs.*
  - *Two Saturday parent workshops are planned for the winter and spring.*
  - *Parents are invited to publishing celebrations and read alouds.*
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.
- *Pre-school parents are offered several workshops in June and September to learn about P.S. 229 and how to help their child transition to Kindergarten.*
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.

- *P.S. 229 has over 21 Inquiry Teams consisting of over 90% of our staff. Based on the teams' findings school wide changes are implemented*
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.
- *Please see Appendix 1 AIS and Appendix 2 ELL*
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.
- *Although most of the above are not applicable to P.S. 229 – SBST, Guidance and the Parent Coordinator do service our shelter students with special services to assist them.*
  - *We hold adult ESL class.*
  - *We offer Computer workshops for adults.*

## **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.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	✓			675,940	✓	18, 20, 23, 26
Title II, Part A	Federal						
Title III, Part A	Federal	✓			27,040	✓	18, 20, 23, 24
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			6,049,956	✓	18,20, 23, 26

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

<sup>1</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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