



PS 330Q

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 24Q330

ADDRESS: 86-37 53RD AVENUE ELMHURST, NY 11373

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NOTE: HIGHLIGHTED APPENDICES ARE NOT APPLICABLE TO NEW SCHOOLS

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 24Q330 SCHOOL NAME: PS 330Q

SCHOOL ADDRESS: 86-37 53rd Avenue Elmhurst, NY 11373

SCHOOL TELEPHONE: (718) 457-0370 FAX: (718) 457-0376

SCHOOL CONTACT PERSON: LaShawna Harris EMAIL ADDRESS: Lharris9@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

*SCHOOL LEADERSHIP TEAM CHAIRPERSON: TBD

PRINCIPAL: LaShawna Harris

*UFT CHAPTER LEADER: Kelly Gildersleeve

*PARENTS' ASSOCIATION PRESIDENT: TBD 11/16/10

*STUDENT REPRESENTATIVE:
(Required for high schools) _____

*ONCE THE ELECTIONS HAVE BEEN COMPLETED, ENTER THE NAMES IN THE SPACES PROVIDED.

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 CHILDREN FIRST NETWORK (CFN): 606

NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Madelene 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: Once the SLT has been formed, enter the names and positions in the spaces provided. 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
LaShawna Harris	*Principal or Designee	
Kelly Gildersleeve (SLT Chair)	*UFT Chapter Chairperson or Designee	
Stephanie Reyes	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jaqueline Leven	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	
	Member/	

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

*** Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

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, New School Proposal, etc.).

PS 330Q is a new public school established in September 2010. We are currently serving the students and families of Corona, NY that were zoned to PS 143 and PS 307 but are unable to attend those schools due to severe overcrowding. We are temporarily housed in the Ascension Annex in Elmhurst, NY and educate 209 Kindergarten students. At scale we will serve students from Kindergarten to Grade 5.

Vision

PS 330Q students use effective communication, goal setting and technology as the basis for gaining the academic, social and cultural foundation necessary to live life as healthy learners, leaders and achievers.

Mission

The students of PS 330Q achieve high academic success through well-rounded and rich curricula that infuse effective communication, goal setting and technology throughout the entire school. Students will learn to work in teams, set goals and pursue excellence through the use of good communication and cooperation. Our diverse students will excel academically and socially and be prepared to contribute to making their community a better place.

PS 330Q Values

Teamwork, Effort, Attitude, Motivation and Scholarship

Teamwork Effective communication is the glue that binds our school team. In all that we do we make sure the school team understands that **we come together, share together, work together and succeed together as a team.**

Effort PS 330Q staff will help students maximize their academic and social potential by stressing effort as the basis for achievement because **success is dependent on effort, not luck or innate ability.** As team members, students and staff will support each other in continually putting forth effective effort.

Attitude At PS 330Q we believe that all students can achieve high levels of academic and social success. Students will know that **only a positive attitude brings positive opportunities because when you believe you can, you can.**

Motivation as defined by PS 330Q is regular and purposeful engagement in school activities. It is our belief that children who attend PS 330Q **want to come to school and be successful** because they know they will be challenged academically in a safe environment.

Scholarship Above all, the students of PS 330Q will be scholars. They will develop a lifelong thirst for knowledge and acquire the skills necessary for obtaining this knowledge. They will understand that knowledge can be obtained from anything you do. In addition, they will understand that you are only as smart as the next thing you want to learn because **the more you learn the smarter you become.**

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 City Department of Education accountability and assessment resources, i.e., ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. 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: New 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 are the most significant aids or barriers to the school's continuous improvement?

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their needs assessment once additional student data becomes available.

PS 330Q is a School in Good Standing as per NCLB/SED. We have determined the needs of PS 330Q by examining data from multiple sources such as ECLAS-2, EL SOL and Math Baseline assessment results for all students. We have also assessed our students' language needs from the information provided on the Home Language Information Survey (HLIS) and the results of the LAB-R testing for students that were deemed eligible. Other data sources have been students' daily attendance, family participation in school events as well as verbal feedback.

TRENDS

Academic

We have determined that 90% our students greatly need to develop their early literacy and oral language skills as well as their number sense in order to meet or exceed the Common Core State Standards, which we have implemented this year in ELA and Math. A large portion of our students are lacking skill such as letter and number recognition.

Language

Of our 209 students approximately 51% of them are English Language Learners, the majority speak Spanish as their native language and the minority language is Mandarin Chinese. As Kindergarten students their proficiency levels are divided into two categories. 63% of our students are Beginner/Intermediate and 37% of our students are Advanced.

Attendance

100% of our student population are eligible for yellow bus transportation from their home community to PS 330Q, which is approximately two (2) miles away. Our attendance has been above 94% since school started on September 8, 2010.

Family Engagement

The level of family engagement at PS 330 is high. We have averaged close to 70% family participation across the several family events such as the Family Orientation, Curriculum Night and two Parent Association Meetings. Families have also been very willing to volunteer to assist teachers and students on trips and in the school when necessary.

STRENGTHS

- Literacy curriculum is based on the Common Core State Standards
- Full-time Literacy Coach and Guidance Counselor on staff

- F-Status Coordinator for English Language Learner services and compliance
- AUSSIE Math consultant that is helping to align curriculum with Common Core State Standards
- 100% of our teachers have at least 3 years teaching experience
- Teachers have daily common planning time
- Families are enthusiastic about the school and willing to participate in events

CHALLENGES

- As a new school, the amount of quantifiable data on our students is very limited
- 95%+ of our families speak a language other than English at home which often impedes the speed of communication
- 51% of our students are English Language Learners (ELLs) with another 30+% being former ELLs, which creates a great need for Oral Language Development
- For many of our students this is their first school experience
- Based on our Baseline assessments many students are performing significantly below the standards in ELA and Math
- Traveling the two (2) plus mile distance from their homes to our school is a hardship for many of our families, 95% of which are eligible for free and reduced lunch

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.

You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their goals once additional student data becomes available.

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) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Goal #1
To improve student performance in literacy as measured by ECLAS-2 and Fountas & Pinnell Benchmark Assessments.
By June 2011 70% (115 students) of our students will be reading at or above Fountas & Pinnell reading level C. During the same timeframe students will show the equivalent score or above in ECLAS-2.

Goal #2
To improve the English Proficiency level of our Advanced English Language Learners
75% (30 students) of the target population will be English Proficient as measured by the NYSESLAT assessment in May 2011

Goal #3
To maximize family involvement in school sponsored events to build a strong home-school connection
By June 2011, PS 330Q will have at least 80% family involvement at school-wide events as measured by attendance at a minimum of 2 events per family support continual improvement of our collaborative school culture at PS 330Q

Goal #4
To improve the level of mastery on the Kindergarten grade level expectations in Math as stated in the Common Core State Standards.

By June 2011 PS 330Q at least 80% of students at PS 330Q will demonstrate grade-level expectations of the Common core State Standards as measured by the year-end mathematics assessment developed by PS 330.

Goal #5

To create a school culture that is built around the RESPECT Values and is the foundation for the positive interactions of the members of the PS 330Q school community.

By June 2011, at least 90% of our faculty and staff will incorporate the RESPECT Rubric and Caring School Community program into the curriculum and daily experiences of students as evidenced by formal and informal observations, school-wide activities and teacher action plans

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>LITERACY</p> <p>70% of our students will be reading at or above level C by June 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>LITERACY</p> <p>1a. Teachers participate in weekly inquiry work focused on improving students’ literacy skills and collaborative lesson planning to best meet the needs of students 1b. Instructional technology resources (i.e. Lenovo Netbooks, RazKids, Reading A-Z, Destination Reading, Listening Centers, etc.) have been purchased to provide additional literacy instruction for all students in small groups 1c. Ongoing development of a customized literacy curriculum based the Common Core State Standards (CCSS) that specifically meets the needs of our students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>LITERACY</p> <p>Tax Levy and Title I funds have been allocated for a full-time literacy staff developer for the 2010-2011 school year. She will facilitate group and individualized professional development to build teacher capacity for targeted literacy instruction to meet the literacy goals set for their students this year.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>LITERACY</p> <p>1a. Fountas & Pinnell Benchmark Assessment results from assessment administered 2x per year that show growth over the course of the school year 1b. ECLAS-2 results from assessments administered 3x per year that depict student performance</p>

	<p>improvement over the course of the school year</p> <p>1c. Running records and conference notes in teacher Data Binders</p> <p>1d. Team Meeting Record sheets with documentation of agenda and next steps</p> <p>1e. Centrally located data wall that depicts students' literacy progress throughout the school year.</p> <p>1f. Student progress reports that are distributed to families in October, December, February and April</p>
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<p>Annual Goal 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>ENGLISH LANGUAGE LEARNERS</p> <p>75% of the target population will be English Proficient as measured by the NYSESLAT assessment in May 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>ENGLISH LANGUAGE LEARNERS</p> <p>2a. Professional Resources such as “Classroom Instruction that Works with English Language Learners” by K. Flynn and J. Hill; “English Language Learners Day by Day: A Complete Guide to Literacy, Content-Area and Language Instruction” by C. Celic and “Research-Based Strategies for English Language Learners: How to Reach Goals and Meet Standards, K-8” by D. Rea and S. Mercuri are available for referencing best practices and providing support for professional development</p> <p>2b. Tax Levy funds were used to hire a full-time ESL teacher who pushes into the advanced ELL classes and co-teach with the classroom teacher two (2) periods daily</p> <p>2c. Regularly scheduled time for collaborative planning with the classroom teachers and the ESL teacher</p> <p>2d. Mondo Oral Language Development resources (i.e. Let’s Talk About It) have been purchased and are available for use by all teachers to develop students’ oral language skills.</p> <p>2e. Mondo Oral Language Assessments done 2x per year and assessment results shared with families as well as next steps for school and home</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>ENGLISH LANGUAGE LEARNERS</p> <p>Tax Levy funds were used to secure a Full-time ESL Teacher and F-Status ESL Coordinator to service students and provide assistance and training to teachers that work closely with ELL students</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ENGLISH LANGUAGE LEARNERS</p> <p>2b. Ongoing oral language development (listening and speaking) assessments 2c. Professional Development agendas and related materials 2d. Teacher feedback on student progress 2a. NYSESLAT Results in Spring 2011</p>
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<p>Annual Goal 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>FAMILY ENGAGEMENT</p> <p>By June 2011, PS 330Q will have at least 80% family involvement at school-wide events as measured by attendance at a minimum of 2 events per family support continual improvement of our collaborative school culture at PS 330Q</p>
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<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>FAMILY ENGAGEMENT</p> <p>3a. Initiate the formation of the PS 330Q Parent Association that will help drive family based decision making at the school 3b. Plan three (3) whole school events outside of parent/teacher conferences that will attract families and provide academic and social emotional information to help increase student performance in Literacy and Mathematics. Such events will include Curriculum Night/Hispanic Heritage Night in October, Poetry/ Art exhibit in April and Step Up Day in June to provide families with academic and social activities for students during the summer 3c. Regular communication with families in their preferred language through the monthly newsletter, school website, school messenger notices, etc. 3d. Personal contact with families that have not attended at least one school-wide event by December 2010 to get feedback to make adjustments to best meet their needs, so they are able to participate in future school-wide events 3c. Gather family preferences and feedback about PS 330Q event format through periodic surveys throughout the year 3d. Parent members represented on the School Leadership Team</p>
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<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>FAMILY ENGAGEMENT</p> <p>Title I funds set aside for Family and School Sponsored events. New School Start up funds have also been allocated to provide translation services for families.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>FAMILY ENGAGEMENT</p> <p>3a. Event agendas and sign in sheets 3b. Family presence as volunteers in the school throughout the year 3c. Parent feedback on the Learning Environment Survey in Spring 2011</p>
<p>Annual Goal 4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>MATHEMATICS</p> <p>By June 2011 PS 330Q at least 80% of students at PS 330Q will demonstrate grade-level expectations of the Common core State Standards as measured by the year-end mathematics assessment developed by PS 330.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>MATHEMATICS</p> <p>4a. Creation of an Everyday Mathematics pacing calendar and annual scope that is aligned to the Common Core State Standards 4b. Allow for a 60 minute daily mathematics block to ensure that students are receive adequate time to engage in hands on activities and small group re-teaching or enrichment 4c. Provide families with homework directions for mathematics in English and Spanish to assist them with supporting learning at home. 4d. Host Family Math nights at the school to teach families strategies to support students at home.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>MATHEMATICS</p> <p>4a. Title I funds used to secure an AUSSIE Math Consultant that works with the staff to align the curriculum to the Common Core State Standards and create authentic periodic assessment in Mathematics. 4b. Purchase additional mathematics manipulatives and mathematics libraries to supplement the Everyday Mathematics basic kit.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>MATHEMATICS</p> <p>4a. Increases in student mastery as indicated on the periodic assessments 4b. Evidence from teacher observation and math conference notes 4c. Evidence from student math portfolio work samples</p>
<p>Annual Goal 5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>SCHOOL CULTURE</p> <p>By June 2011, at least 90% of our faculty and staff will incorporate the RESPECT Rubric and Caring School Community program into the curriculum and daily experiences of students as evidenced by formal and informal observations, school-wide activities and teacher action plans</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>SCHOOL CULTURE</p> <p>5a. Provide professional development on the use of the RESPECT Rubric and Caring School Community Curriculum prior to the start of the school year 5b. Build in time for the implementation of both in the daily schedule of each class 5c. Share the rubric with families and have them compare their answers with those of students and teachers and set goals for improvement throughout the year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>SCHOOL CULTURE</p> <p>5a. Use Tax Levy funds to purchase a Caring School Community kit for every teacher at PS 330Q. 5b. Set aside Tax Levy funds to pay teachers per session to expand the work of the RESPECT Rubric and Caring School Community</p>

Indicators of Interim Progress and/or Accomplishment

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

SCHOOL CULTURE

5a. Members of the entire school community utilizing the language and practices of the RESPECT Rubric and Caring School Community

5b. Teacher surveys (Mid Year and End Year)

5c. Teacher observations and evaluations

5d. Student copies of the RESPECT Rubric and their progress over the course of the school year

5e. Learning Environment Survey results

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.. 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 (NOT APPLICABLE TO NEW SCHOOLS)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE) – NOT APPLICABLE TO NEW SCHOOLS

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	45	27	N/A	N/A	20	0	0	0
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Instructional technology resources (i.e. Lenovo Netbooks, RazKids, Reading A-Z, Destination Reading, Listening Centers, etc.) have been purchased to provide additional literacy instruction for all students in small groups • SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) is used during small group instruction for students that are at risk of not achieving the reading goal as indicated in their most recent assessment results • Wednesday AIS program: Word study and Reading Fundamentals • Push-In Support daily by the Intervention Teacher for each classroom with only one teacher for one period each day to decrease the student to teacher ratio and provide for small group instruction
Mathematics:	<ul style="list-style-type: none"> • Small group instruction • Instructional technology resources (i.e. Lenovo Netbooks, Everyday Mathematics Games, etc.) • Wednesday AIS program: Numbers and Operations Reinforcement
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	Our guidance counselor provides at-risk services to students in small group sessions during the school day. Due to the age and developmental stage of our early childhood students, much of the services are provided with peer groups.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A

At-risk Health-related Services:

N/A

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.

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) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ 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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

ATS and ARIS provide us with that data regarding students' home languages as per their Home Language Identification Survey (HLIS). With this information we are able to determine the number of different languages for which we need to have translated. For our immediate translation needs such as meeting notices or the family calendars, our in-house staff members are able to translate the majority language. For languages that we are unable to translate here at the school or large documents we utilize the DOE's translation services to translate.

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.

We are a new school that makes every effort to translate documents into the preferred language of our families. As previously stated we rely on ATS Home Language Data as well as preferred language information to determine what should be translated. In addition, we receive feedback from families about what they would like to have translated. One such example is the student weekly homework sheet.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. Written translation services are provided to the school by in house

Many of our staff members speak the same language as our families and are able to provide written translation. Much of our ongoing translation such as monthly calendars and notes are done in-house by school staff. Languages that we are unable to translate in house require the use of the DOE translation unit or online translation.

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.

Oral interpretation will be provided through the following:

- *School based teaching and support staff*
- *Parent Volunteers*
- *Outside contractors on an as needed basis for whole school events*

If there is a family that needs immediate interpretation that we cannot provide in house we utilize the DOE telephone translation services.

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

Parents will receive a copy of the Bill of Parent Rights and Responsibilities in their primary language when necessary. Translations for this document will be retrieved from <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.html>.

If we encounter a situation in which parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with Chancellor's regulations. We will also direct families to the Department's website where they can find information in each of the covered languages concerning the rights of parents in regards to translation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$100,333	0	\$100,333
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,000	0	\$1,000
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$5,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$10,000	*	

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

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

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

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

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

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

PS 330Q agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English Proficiency, parents with disabilities, and parents of migratory children, including providing information upon request, and, to the extent practicable, in a language parents understand.
- The school will provide the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
 - i. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 1. that parents play an integral role in assisting their child’s learning;
 2. that parents are encouraged to be actively involved in their child’s education at school;
 3. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 4. the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages

on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 330Q SCHOOL / FAMILY COMPACT 2010-2011

The school and families working cooperatively to provide a rigorous and rewarding educational program for all children agree:

<i>PS 330Q Agrees</i>	<i>The Parent/Guardian Agrees</i>
<p><i>To provide high quality research based curriculum and instruction in an engaging learning environment and foster learning through the use of the workshop model and best teaching practices. Classrooms will have grade and instructionally appropriate literacy, math, science, social studies, technology, arts and leadership education materials.</i></p> <p><i>To keep lines communication open between teachers and families through:</i></p> <ul style="list-style-type: none"> • <i>Weekly Homework Sheets and Communication Logs</i> • <i>Parent-teacher conferences at least twice annually at times where families are able to attend</i> • <i>At least 4 events to celebrate students' work</i> • <i>Reports to parents on their children's academic and social progress</i> • <i>Reasonable access to staff and opportunities for observation of classroom activities.</i> <p><i>To provide families with timely information about <u>all</u> programs including: Bilingual, ESL instruction, Academic Intervention Services, enrichment activities, professional development, family literacy development and parental involvement.</i></p> <p><i>To provide performance profiles and individual student assessment results for each child and other relevant individual information.</i></p> <p><i>To provide families with opportunities to learn more about curriculum through parent workshops, curricula open houses and newsletters.</i></p> <p><i>To convene an annual meeting for Title I families to inform them of the Title I program and their right to be involved.</i></p> <p><i>To offer a flexible number of meetings at various times to meet the needs</i></p>	<p><i>To assist with his/her child with schoolwork in all subjects.</i></p> <p><i>To read for at least 15 to 30 minutes per day with and to Kindergarten students.</i></p> <p><i>To encourage pupils in Kindergarten to read at home every night.</i></p> <p><i>To monitor his/her child's:</i></p> <ul style="list-style-type: none"> • <i>attendance at school</i> • <i>homework completion</i> • <i>amount of time spent reading</i> • <i>amount of time spent watching television</i> • <i>amount of time engaged in computer activities</i> • <i>social emotional well-being</i> <p><i>To support the school discipline code and RESPECT Values and encourage respectful behavior at all times.</i></p> <p><i>To send students to school on time and in a clean uniform daily, including trip days.</i></p> <p><i>To share the responsibility for improved student achievement by supporting your child during family activities, fundraisers and by attending PA meetings.</i></p> <p><i>To communicate with his/her child's teachers about their educational needs through parent meetings and the Weekly Behavior Log.</i></p> <p><i>To actively participate in school improvement efforts, complete the annual Parent Survey and encourage other families to do so.</i></p> <p><i>To become involved in developing, implementing, evaluating, and revising the School / Family Compact.</i></p>

<p><i>of our families.</i></p> <p><i>To actively involve families in planning, reviewing and improving Title I programs and Parental Involvement Policies.</i></p> <p><i>To provide students and families with a Family Handbook that outlines school discipline policies.</i></p>	<p><i>To participate in training provided on or off school grounds, on child rearing practices, leadership development and teaching and learning strategies.</i></p>
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Principal's Signature

Parent Signature

Date

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS – NOT APPLICABLE TO NEW SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Must be completed by all new 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.

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

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

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

1. Use program resources to help participating children meet the State standards.
With our Title I Targeted Assistance funds, we purchased balanced literacy support materials including shared reading, independent reading and guided reading materials that will be used for small group instruction. We secured the services of an AUSSIE Math Consultant that provides support with aligning the Math curriculum and creating periodic assessments. Our Title I funds were also used to partially pay for our full-time literacy coach. Funds will be used to purchase materials for our Wednesday Academy and for per session to pay teachers to work in the program. We will also secure contracts with arts and sciences residency organizations to provide additional educational experiences that students will need to improve their learning.

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

The programs, materials and services provided to our students by the use of our Title I funds are aligned with our Comprehensive Educational Plan goals and action plans, as well as our School Consolidated Plan.

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;

PS 330Q has implemented research based Balanced Literacy model for literacy instruction. The purchase of materials to support literacy instruction and intervention within the classroom is intended to strengthen the core academic program of our school. The purchase of Destination Reading provides a research based program to support our small group instruction and Wednesday Academy. The professional development work done by the AUSSIE Math Consultant that is funded with Title I money also strengthens teachers' ability to deliver math content in the core academic program.

4. Coordinate with and support the regular educational program;

We use funds to compensate teachers that work to develop modifications to the existing curricula to best meet the needs of our students. Provide also provide additional books for students that may not have such resources at home due to economic challenges.

5. Provide instruction by highly qualified teachers;
Title I funds have been set aside for professional development and additional course work that will ensure that our teachers are highly qualified. Title I highly qualified teacher funds will be used to support our teachers in gaining their early childhood, bilingual and or ESL licenses and extensions to licenses.

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

Our Title I funds will be used to provide professional development for all staff members. Teachers will receive professional development in Early Childhood Instruction, ESL Strategies and intervention based literacy instruction from the Destination Reading program as well as training on other Instructional Technology resources. The school leader and teachers will participate in CSA Conference, the Association for Supervision and Curriculum Development (ASCD) Annual Conference, as well as other professional development opportunities that will build the staffs' capacity for school improvement as they become available.

7. Provide strategies to increase parental involvement; and

The creation of our PS 330Q Family Center is integral for parental involvement. It will serve as a space for Parent Association meetings, School Leadership Team meetings, and parenting workshops. It will also hold many informational materials and resources for easy access to all families and in various languages. It is our hope that families will find the space as its uses to be informative, inviting and comfortable. We understand that the first part of getting families to be involved in school is making sure they are comfortable and have a place where they feel welcome.

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

Our Title I Targeted Assistance funds are being used to supplement the literacy and mathematics programs that are being used at our school. Almost our entire school population is served under the program based on financial need. Our school programs are designed and implemented with these students in mind. Communication in English, Spanish and Chinese will be readily accessible to make sure all of our staff and families are informed of federal, state, and local services and programs that may be of help to our Title I students.

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

NOT APPLICABLE

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

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

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

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

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

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

School Under Registration Review (SURR)

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

NOT APPLICABLE

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

We do not currently have any Students in Temporary Housing.

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

If/when we have students in temporary housing we will work closely with OPT to ensure that our students are able to attend school daily if there is a change in their housing status. We will request new bus routes for students as needed and ensure that their families are notified when these changes are in effect. In addition, we will use the funds to provide school supplies, glasses and or clothing that is necessary for students in temporary housing.

We will also provide at-risk counseling to help students cope and adjust to a change in their housing status.

Part B: FOR NON-TITLE I SCHOOLS

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

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

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

This appendix will not be required for 2010-2011.

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

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

Attach New School Proposal

GOAL ELEMENTARY SCHOOL

Section 1: Introducing your Application Portfolio

Vision

GOAL ELEMENTARY SCHOOL students will use effective communication, goal setting and technology as the basis for gaining the academic, social and cultural foundation necessary to live life as healthy learners, leaders and achievers.

Mission

The students of the GOAL ELEMENTARY SCHOOL will achieve high academic success through well-rounded and rich curricula that infuse effective communication, goal setting and technology throughout the entire school. Students will learn to work in teams, set goals and pursue excellence through the use of good communication and cooperation. Our diverse students will excel academically and socially and be prepared to contribute to making their community a better place.

GOAL is an acronym for ***Giving Our All to Learning*** and embodies what the entire school community needs to do to be successful. As we give our all to learning while adhering to the values of TEAMS we work towards common goals while valuing individual goals.

GOAL ELEMENTARY SCHOOL students, staff and families will adhere to the following values in everything we do:

Teamwork, Effort, Attitude, Motivation and Scholarship

Teamwork through effective communication is the glue that will bind our school team. We in all that we do will make sure the school team understands that **we come together, share together, work together and succeed together as a team.**

Effort GOAL ELEMENTARY SCHOOL staff will help students maximize their academic and social potential by stressing effort as the basis for achievement because **success is dependent on effort, not luck or innate ability.** As team members, students and staff will support each other in continually putting forth effective effort.

Attitude We at GOAL ELEMENTARY believe that all students can achieve high levels of academic and social success. Students will know that **only a positive attitude brings positive opportunities because when you believe you can-you can.**

Motivation as defined by GOAL is regular and purposeful engagement in school activities. It is our belief that children who attend GOAL ELEMENTARY will **want to come to school and be successful** because they know they will be challenged academically in a safe and environment.

Scholarship Above all, the students of GOAL ELEMENTARY will be scholars. They will develop a lifelong thirst for knowledge and acquire the skills necessary for obtaining this knowledge. They will understand that knowledge can be obtained from anything you do. In addition, they will understand that you are only as smart as the next thing you want to learn because **the more you learn the smarter you become.**

Section 2: Introducing your School to the Community

Project Name	The GOAL ELEMENTARY SCHOOL		
School Level	Elementary School	School Leader	LASHAWNNA HARRIS
Temporary Phone #	N/A	School Leader Email	LHARRIS9@SCHOOLS.NYC.GOV
Grades '10-'11	K-1	Grades at Scale	K-5
Description: GOAL ELEMENATARY SCHOOL <ul style="list-style-type: none"> • Will incorporate effective communication skills and technology in the daily schedules of students and staff members • Ensure that academic intervention supports services are available for students and families will also be an essential component for addressing the diverse needs of our students • Provide after-school and weekend workshops in communication and technology for students and families • Partner with local organizations to facilitate and support such school efforts 			

Section 3: Building Your New School Community

A. Student Schedule

General Education Student (FIRST GRADE)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am- 8:37 am	Extended Day/Breakfast	Extended Day/Breakfast	Extended Day/Breakfast	Extended Day/Breakfast	Breakfast
8:40 am-9:25 am 9:25 am-10:10 am	Morning Message Reading Workshop Read Aloud Mini-Lesson Shared Reading Guided Reading/Centers Writing Workshop Mini-Lesson Shared Writing Independent Writing	Morning Message Reading Workshop Read Aloud Mini-Lesson Shared Reading Guided Reading/Centers Writing Workshop Mini-Lesson Shared Writing Independent Writing	Morning Message Reading Workshop Read Aloud Mini-Lesson Shared Reading Guided Reading/Centers Writing Workshop Mini-Lesson Shared Writing Independent Writing	Morning Message Reading Workshop Read Aloud Mini-Lesson Shared Reading Guided Reading/Centers Writing Workshop Mini-Lesson Shared Writing Independent Writing	Morning Message Reading Workshop Read Aloud Mini-Lesson Shared Reading Guided Reading/Centers Writing Workshop Mini-Lesson Shared Writing Independent Writing
10:10am-10:55 am	Technology	Art	Technology	Physical Education	Technology
10:55am-11:40 am	Math	Math	Math	Math	Math
11:40am-12:30 pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:30pm-1:15 pm	Math	Math	Math	Art	Math
1:15pm-2:00 pm	Science	Science	Science	Social Studies	Social Studies
2:00 pm-2:45 pm	Word Work	Word Work	Word Work	Word Work	Academic Choice

Special Education Student (FIRST GRADE)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am- 8:37 am	Extended Day/Breakfast	Extended Day/Breakfast	Extended Day/Breakfast	Extended Day/Breakfast	Breakfast
8:40 am-9:25 am 9:25 am-10:10 am	Morning Message Reading Workshop Read Aloud Mini-Lesson Shared Reading Guided Reading/Centers (SETTS) Writing Workshop Mini-Lesson Shared Writing Independent Writing	Morning Message Reading Workshop Read Aloud Mini-Lesson Shared Reading Guided Reading/Centers (SETTS) Writing Workshop Mini-Lesson Shared Writing Independent Writing	Morning Message Reading Workshop Read Aloud Mini-Lesson Shared Reading Guided Reading/Centers (SETTS) Writing Workshop Mini-Lesson Shared Writing Independent Writing	Morning Message Reading Workshop Read Aloud Mini-Lesson Shared Reading Guided Reading/Centers (SETTS) Writing Workshop Mini-Lesson Shared Writing Independent Writing	Morning Message Reading Workshop Read Aloud Mini-Lesson Shared Reading Guided Reading/Centers (SETTS) Writing Workshop Mini-Lesson Shared Writing Independent Writing

10:10am-10:55 am	Technology	Art	Technology	Physical Education	Technology
10:55am-11:40 am	Math	Math	Math	Math	Math
11:40am-12:30 pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:30pm-1:15 pm	Math	Math	Math	Art	Math
1:15pm-2:00 pm	Science	Science	Science	Social Studies	Social Studies
2:00 pm-2:45 pm	Word Work	Word Work	Word Work	Word Work	Academic Choice

B. Summer Orientation

GOAL ELEMENTARY SCHOOL will host a full day summer orientation for our new students and their families. It is crucial to develop positive relationships with families as soon as possible. Families will receive notifications throughout the summer in their native languages about the orientation. During orientation each family and child will have an opportunity to meet the entire GOAL ELEMENTARY SCHOOL community, learn about the curricula and share expectations. The GOAL ELEMENTARY SCHOOL summer orientation will have the following components:

- **General Session:** To provide information to families so they will be best prepared for the start of the school year and beyond. Topics will include the following: The First 6 Weeks of School, GOAL Elementary School Family Involvement, Questions and Answers
- **Project GLAD:** Introduce families to the English Language Acquisition strategies that teachers will be using to modify their lessons to meet the needs of our students that are English Language Learners.
- **Literacy:** Introduce parents to the literacy curriculum and maps that were developed by GOAL ELEMENTARY SCHOOL staff during the summer
- **Mathematics:** Provide hands-on experiences with the Everyday Mathematics curriculum. Families will also explore the many math manipulatives and games that are available for students that are used in school but can also be used at home

- **Technology:** Experience the types of instructional technology that students will use daily.
- **Community Building:** Participation in small group activities that foster community building and getting to know one another. This will also be an opportunity for some of our community partners to speak with families about services they offer.
- **Q&A:** Opportunity for families to ask any additional questions about GOAL ELEMENTARY SCHOOL.

Section 4: Building Your Professional Learning Community

A. Selection Criteria

Job Description:

GOAL ELEMENTARY SCHOOL Classroom Teachers are responsible for ensuring that all students in his or her class are achieving at high levels both academically and socially.

Core Function of a Teacher:

- Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards.
- Plan purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts
- Administer, collect and analyze qualitative and quantitative data gathered from a variety of formative and summative assessments on each

student.

- Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
- Collaborate with special education, ESL teachers and other colleagues to design and execute modifications and accommodations for students in order to ensure they achieve academically at high levels and are fully included in the GOAL ELEMENTARY SCHOOL community
- Build relationships with families of GOAL Elementary School students through frequent communication about students' progress and ways that families can support their children's learning.
- Create a classroom community that maintains the school's high academic and social expectations for students.
- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to increase his or her effectiveness in the classroom and in the school community
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.

Required Knowledge:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the GOAL ELEMENTARY SCHOOL
- In depth experience in utilizing Balanced Literacy and Mathematics
- Demonstrated success in incorporating reading and writing strategies in daily routines and classroom instruction
- Demonstrated success in incorporating hands-on and co-operative learning activities
- Demonstrated success in monitoring and analyzing data to drive instruction and increase student achievement
- Experience in utilizing the "Workshop Model" for instruction;
- Experience in differentiating instruction for all students, including special education and English Language Learners;
- Use of on-going formative assessments to provide weekly or bi-weekly numeric and narrative feedback to each and every student
- Demonstrated success of effective communication with colleagues, parents, students, etc
- Demonstrated commitment to professional growth;
- Proficiency in Microsoft Office products (Word, Excel, PowerPoint) preferred

Experience/Education:

Understanding of and commitment to the mission, goals, educational philosophy and activities of GOAL ELEMENTARY SCHOOL

Commitment to continuous improvement and learning through professional development

Appropriate New York State certifications

Knowledge of and experience with assessments and relevant technologies

Experience working with diverse populations of students, parents and families

Experience working with students at-risk of academic failure

B. Teacher Schedule

Classroom Teacher (First Grade)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
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8:00 am- 8:37 am	Extended Day/Breakfast	Extended Day/Breakfast	Extended Day/Breakfast	Extended Day/Breakfast	Breakfast
8:40 am-9:25 am	Literacy	Literacy	Literacy	Literacy	Literacy
9:25 am-10:10 am					
10:10am-10:55 am	Prep	Prep	Prep	Prep	Prep
10:55am-11:40 am	Math	Math	Math	Math	Math
11:40am-12:30 pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:30pm-1:15 pm	Math	Math	Math	1 st Grade Common Planning	Math
1:15pm-2:00 pm	Science	Science	Science	Social Studies	Social Studies
2:00 pm-2:45 pm	Word Work	Word Work	Word Work	Word Work	Academic Choice

Special Education Teacher (SETTS)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am- 8:37 am	Extended Day/Breakfast	Extended Day/Breakfast	Extended Day/Breakfast	Extended Day/Breakfast	Breakfast
8:40 am-9:25 am	AIS Push-In	AIS Push-In	AIS Push-In	AIS Push-In	AIS Push-In
9:25 am-10:10 am	SETTS	SETTS	SETTS	SETTS	SETTS
10:10am-10:55 am	SETTS	SETTS	SETTS	SETTS	SETTS
10:55am-11:40 am	SETTS	SETTS	SETTS	SETTS	SETTS
11:40am-12:30 pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:30pm-1:15 pm	Prep	Prep Common Planning with Kindergarten	Prep	Prep Common Planning w/1 st Grade	Prep
1:15pm-2:00 pm	AIS Push-In	AIS-Push In	AIS Push In	Principal's Cabinet Meeting	AIS Push In
2:00 pm-2:45 pm	AIS-Pull-Out	AIS Pull Out	AIS Pull Out	AIS Pull Out	Academic Choice

ESL Teacher

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am- 8:37 am	Extended Day/Breakfast	Extended Day/Breakfast	Extended Day/Breakfast	Extended Day/Breakfast	Breakfast

8:40 am-9:25 am	Push-In	Push-In	Push-In	Push-In	Push-In
9:25 am-10:10 am	Pull Out	Pull Out	Pull Out	Pull Out	Pull Out
10:10am-10:55 am	Pull Out	Pull Out	Pull Out	Pull Out	Pull Out
10:55am-11:40 am	Pull Out	Pull Out	Pull Out	Pull Out	Pull Out
11:40am-12:30 pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:30pm-1:15 pm	Prep	Prep Common Planning with Kindergarten	Prep	Prep Common Planning w/ 1 st Grade	Prep
1:15pm-2:00 pm	Pull-Out	Pull-Out	Pull-Out	Principal's Cabinet Meeting	Pull-Out
2:00 pm-2:45 pm	Pull-Out	Pull-Out	Pull-Out	Pull-Out	Academic Choice

C. Summer Professional Development Plans

Professional Development Plans

Topic: GOAL ELEMENTARY SCHOOL Professional Learning Team

Facilitator Principal/Instructional Leader **Timeframe:** Summer 2010

Audience/Participants All GOAL ELEMENTARY SCHOOL Staff Members

Objective: How will our Professional Learning team work to ensure success for our students?

Participants will be able to:

- Understand and communicate the relationship between GOAL ELEMENTARY SCHOOL values and our Professional Learning Team
- Understand and identify the stages of team development and create team norms and working agreement
- Gain knowledge of WRSE PLT structures and procedures for effective meetings
- Create SMART Goals with team members

Materials:

Chart paper, Markers, Post-Its, Stages of Team Development Chart, SMART Goals Worksheets, Video Clip from “” Work style protocol

Agenda:

Breakfast

Welcome

Overview of team types and functions

Memories of Teams Past Activity #1

Work style Activity EQ discussion Activity #2
(*Emotional Intelligence Quiz will be emailed to participants and completed online prior to today's session*)
Team Resume Activity #3
"Remember the Titans"
Norms and Decision Making Activity #4
Break Lunch
SMART Goal Setting
Team Meeting Protocol
SMART Goal Setting Activity #5
Evaluation

Procedure

1. Introduce learning outcomes for the session
2. Reiterate the mission and values of GOAL ELEMENTARY SCHOOL
3. Give overview of team types and functions
4. Memories of Teams Past Activity #1
5. Discuss stages of team development and make connections with Activity #1
6. EQ discussion Activity #2 (*Emotional Intelligence Quiz will be emailed to participants and completed online prior to today's session*)
7. Team Resume Activity #3
9. Show clip from "Remember the Titans" and discuss takeaways
10. Introduce Norms and Decision Making Activity #4
11. Break Lunch
12. Introduce SMART Goal Setting
13. Team Meeting Protocol
14. SMART Goal Setting Activity #5
15. Closing

Topic: Curriculum Mapping at GOAL ELEMENTARY SCHOOL

Facilitator: Principal/Instructional Leader Timeframe: Fall 2010

Audience/Participants: All GOAL ELEMENTARY SCHOOL

Objective: GOAL ELEMENTARY SCHOOL teachers will be able to understand and complete the curriculum development for the months of September 2011 through December 2011.

Participants will be able to answer the following questions(s):

- How do we know what to teach GOAL ELEMENTARY SCHOOL students?

- How will we know if they learn it?
- What happens if they do not get it?
- What happens when they do get it?

Materials:

NYS Standards (ELA, Math, Social Studies, Science and Technology)
 Curriculum Mapping Article “ “
 Curriculum Mapping Video Clips
 Curriculum Planning Protocol
 Curriculum Planning Templates
 Sample Elementary School Curriculum Maps
 Laptop Computers
 Chart Paper
 Markers

Session Topics:

Day 1 Overview and Unpacking the New York State Standards and Performance
 What is Curriculum Mapping?
 Why Curriculum Mapping?
 How does GOAL ELEMENTARY SCHOOL Curriculum Map?
 Day 2 The School Year At A Glance
 How should the information in the curriculum be spaced throughout the year?
 Day 3 Unit Planning
 What are the overarching themes?
 What materials do I need to teach those themes?
 Day 4 Lesson Planning
 How do we break the Units into daily lessons?
 Day 5 Lesson Planning and Review
 What elements make our map effective?

Daily Agenda:

Daily Welcome/Share Session Objectives (5 min)
 Whole group activity-Reading Materials (15 min)
 Grade level work on mapping or Vertical work on mapping (2 hrs)
 Progress check (10 min)
 Grade level work on mapping or Vertical work on mapping (2 hrs)
 Progress check (10 min)

Teachers will watch video clips about ___ that show examples of teaching without direction (no map and no plans).
 Teachers will be asked to critique the lesson they have just viewed.
 They must ask themselves:
 What went right? What went wrong? Why do you think that happened? What could have made a difference?

Teachers then watch a video clip of teaching with direction (map and plans)
Teachers are asked to pick out the parts that showed evidence of direction and planning.
Teachers are asked to take note of these elements and use them as reference throughout the week.

Professional Development at GOAL ELEMENTARY SCHOOL will be measured in the following ways:

1. **Participant reactions** gathered from questionnaires, surveys and verbal feedback that ask questions such as *Was it worth the time it took? Was the presenter's style effective? How relevant is this topic to you as a teacher?* This information will allow us to measure staff satisfaction and be used for the improvement of planning and designing future professional development sessions.
2. **Participant learning** in the form of performance assessments, demonstrations, reflections and participant work. We will want to know if participants acquired the intended knowledge and skills from the presentation. This will help us improve content, format and the organization of the professional development session.
3. **GOAL Administrative Team support** from meeting minutes regarding administration's next steps, staff interviews, questionnaires, surveys, quality reviews, district surveys and support documents. They would ask questions such as, was the implementation of XYZ supported? Were problems addressed in a timely fashion? This will allow us to enhance or correct the level of organizational advocacy, facilitation and support for school initiatives.
4. **Use of the information** presented during the professional development sessions, this information will be gathered during participant reflections, observations, video, questionnaires and surveys. This will measure the degree and quality of implementation allowing us to revise our professional development plans as necessary.
5. **Student achievement outcomes** will be measured by using school and student data, interviews and portfolios. We will measure students' learning outcomes in terms of performance and achievement, attitude, skills and behavior. This will be the driving focus for the improvement of all aspects of our professional development and demonstrate the power of professional development's impact on the improvement of instruction that benefits student achievement.

Prioritize *two* topics for professional development during the summer and first year of the new school. For each, provide sample professional development lesson plans designed by the in-house instructional leader. Please include an agenda and any other related documents for distribution (these documents are not included in the 5 pages maximum). Include a one page narrative to describe how you plan to assess the effectiveness of the professional development sessions throughout the school year. Topics may include, but are not limited to:

- **Developing curriculum**
- **Using data to build a culture of continuous learning**

Section 5: Curriculum and Instructional Model

Audience: Teachers & Staff

Length: 10 pages maximum

A. Elementary School Course Sequence

See Appendix

B. Curriculum Map for Sample Course Area

Identify one course or subject area and present an overview of the scope and sequence across grades K-5. Pick a subject area that is central to the mission of the school. This curriculum map may take the form of skills and content knowledge, essential questions, major projects. This is best presented in chart form and briefly highlights what students will know and do at the end of each year.

C. First Sample Unit & Lesson Plan

C1. Provide a sample unit and daily lesson plan from the 5th grade of the Curriculum Map (described above). This sample unit and lesson plan should represent the kind of teaching and learning that defines the school's vision and mission. Be explicit as to how the unit and lesson plan will be differentiated for English Language Learners and students entitled to special education services.

C2. Assessment of Unit Plan

Design an assessment (i.e. project, performance, test) and a rubric that will show students' level of mastery of the Sample Unit C (above). The assessment should be reflective of the central approach to teaching and learning in the school. Be explicit as to how the assessment will measure the progress of English Language Learners and students entitled to special education services.

C3. Professional Development for Unit Plan

Design a professional development activity that enables a teacher(s) to improve their skills at implementing the specific unit and lesson plan described in Sample Unit C1 (above).

Section 6: Leadership & Accountability

A. Teacher Teams

Grade Level Team

The specific work of the **Grade Level** teams will be the following:

- Team members meet regularly
- Identify essential student learning outcomes
- Develop common during the year assessments
- Analyze current levels of achievement
- Set outcome goals for classes and students
- Set achievement goals for the end of the year aiming for significant gains
- Immediate scoring and analysis of student work
- Meet to share ideas and strategies to change instruction
- Implement improved instructional practices in classroom based on student needs
- Continuously assess student performance and adjust lesson accordingly to provide appropriate instruction that meets the needs of all learners

These four simple questions will drive all GOAL ELEMENTARY SCHOOL teams:

1. What do we want our students to learn?
 - a. New York State Standards and our curriculum will serve as a guide as we answer this question
2. How will we know they learned it?
 - a. Frequent and common formative assessments
 - b. Immediate analysis and engaging meetings to discuss data and plan next steps for instruction
3. How will we respond when a student experiences difficulty?
 - a. Immediate differentiation and intervention for students who have been determined to have difficulties
4. How will respond to when students already know the information?
 - a. Enrichment activities for students that are performing above grade level will be part of our differentiated lesson plans

In addition to the Grade Level Team meetings where all teachers will participate in the initial work of Inquiry there will be time after-school for teams members to gather and further the work. This after-school work will include the use of ARIS Connect for sharing and learning about best practices from educators across the city. The inquiry teams focus areas may include social-emotional trends as well as academic trends.

B. Systems of Accountability

In one bulleted page, describe the school's systems in the first year for gathering and using data to accelerate every student and teacher's performance. Describe how this data will be aligned to the school's instructional strategies in the first year.

GOAL ELEMENATARY SCHOOL believes that in order for students to be successful they must set goals for where they want to be academically and outline the steps that they need to take to get there. By communicating this information constantly with students and families it helps us develop the strong partnerships that are necessary for high student achievement. Our system for data collection and feedback includes the following:

ENTIRE GOAL COMMUNITY

- Annual assessment calendar
- Goal setting protocols
- Professional development and

STUDENTS

- Common baseline and interim assessments in literacy and mathematics administered at the start of the school year and then every 6-8 weeks to all students
- Set aside days for data analysis and planning based on student trends and needs
- Fountas & Pinnell Benchmark Literacy Assessments administered quarterly
- Everyday Mathematics Unit Assessments
- Teacher Observation and conference notes
- Projects in all Core Subject Areas
- Progress reports for families after each assessment cycle

TEACHERS

- Mini-observations followed by immediate feedback from the school leader and or colleagues
- Ongoing professional development based on teacher needs as determined by student progress

FAMILIES

- Student progress reports provided quarterly
- Access to student assessment information as requested
- Availability of GOAL staff to discuss and provide resources for improvement

C. Governance Systems

School Leadership Team

GOAL BOOSTERS

In order for GOAL ELEMENTARY SCHOOL to achieve its vision and mission of creating it is important for us to form and maintain partnerships with organizations that are aligned to this mission. Because these partnerships are so crucial to the well being of the GOAL team students, staff and families we have formed the GOAL Boosters which is a committee that will specifically work to build and maintain partnerships in the areas of and any other academic area that will benefit GOAL.

Membership:

Principal, Teacher*, Family Member*, Community Member, Partner Organization Representatives

**Members must be selected by majority vote held by the group they represent*

Goals:

- To ensure that the academic programs meets the standards of preparing the GOAL graduate to be healthy learners, leaders and achievers (MOTIVATION)
- To locate and maximize existing and future partnerships and resources for GOAL in the public and private sectors (TEAMWORK)
- To develop and implement programs and strengthen existing during school and after-school programs (EFFORT)
- To assist in building relationships with the community to foster partnerships and encourage cooperation between GOAL and the residents of the community (TEAMWORK & ATTITUDE)
- To review and assist in fund raising efforts to sustain existing programs and introduce new programs
- To monitor and evaluate results to measure their benefits to the entire GOAL Community, i.e. students, staff, families and the surrounding community
- To find innovative ways of recognizing GOAL student, staff and family achievements (TEAMWORK, EFFORT, ATTITUDE, MOTIVATION AND SCHOLARSHIP)

D. Staffing Plan

Use the budget model provided in Appendix E to demonstrate the school's educational staffing plan in the first year. Provide license requirements for each staff member you include in the plan. Write a bulleted paragraph explaining how this staffing plan reflects the school's educational priorities.

Position	License	Projected Annual Pay	# of Positions	Cost
Principal	SAS or SBL	\$125,000	1	\$125,000.00
Secretary	School Secretary	\$43,300	2	\$48,600.00
# of classroom teachers	Early Childhood or Common Branches	\$60,000	11	\$660,000.00
# of Intervention Teachers	Early Childhood or Common Branches	\$60,000	1	\$60,000.00
F-Status Teacher	Early Childhood or Common Branches	\$27,500	1	\$27,500.00
Guidance Counselor	School Counselor	\$76,000	1	\$76,000.00
Social Worker	MSW	\$65,000	1	\$65,000.00
Tax Levy Paras	Teaching Assistant	\$33,500	1	\$33,500.00
School Aide	N/A	\$23,500	4	\$94,000.00
Total				\$1,156,100.00

E. Resource Priorities

Based on the budget that was provided if our school was faced with a 15% budget cut that would be a loss of approximately \$173,414.00 there need to be changes made to our staffing plan. My priorities when approaching this situation would be to maintain the following:

- All classroom teachers to maintain consistency with class size
- Technology cluster teachers because they are the core of our program
- Special Education and ESL teacher for push-in and pull-out
- Social Worker who is part of various teams throughout the school and works with students and families to identify resources that can help them.

The following areas would be looked at for cuts that would be the least damaging to the instructional program of our school:

- One Tax Levy Paraprofessional \$33,500
- One F-Status Teacher (Intervention) \$27,500

- Guidance Counselor \$65,000
- Science/Health Teacher \$60,000

At full capacity, the schools budget would change when faced with a 1

At full capacity, explain how the school's budget would change when faced with a 15% budget cut. Be specific.

F. Applicant Team Resumes

Attach a resume for each member of the applicant team in Appendix F.

DIRECTIONS FOR SUBMISSION:

1. Collate all required components of the Application Portfolio and create a **single** Microsoft word document or Adobe PDF file sent by the close of business on the due date. Title the single document or file with the name of the school leader (last name, then first name), example: Klein, Joel.doc
2. The Application Portfolio should not exceed **4 MB** in size
3. Email the completed New School Application Portfolio to NSOAM@schools.nyc.gov
 - You will receive a confirmation of receipt.
4. Send a hard copy of the Application Portfolio postmarked by the due date to the following address:
Office of Portfolio Planning
New Schools Team
52 Chambers Street, Room 405
New York, NY 10007

Appendix A

Project Name	The ABC SCHOOL		
School Level	Elementary School	School Leader	Joel Klein
Temporary Phone #	N/A	School Leader Email	JKlein@schools.nyc.gov
Grades '09-'10	K	Grades at Scale	K-5
Description: Note your school's educational philosophy and any special themes or programs the school intends to include.			

Appendix B

SCHOOL DIRECTORY PAGE	
<p style="text-align: center;">Important Admissions Information</p> <p>Eligibility: (Choose One)</p> <p><input checked="" type="checkbox"/> Limited Unscreened: Priority to students who attend an information session, then to all New York City Residents</p> <p><input type="checkbox"/> Other:</p>	<p style="text-align: center;">School Overview</p> <p>In Their Own Words: (500 Characters Maximum)</p>
<p>Special Education Services (Check all the apply):</p> <p><input checked="" type="checkbox"/> SETSS</p> <p><input checked="" type="checkbox"/> Self-contained</p> <p><input checked="" type="checkbox"/> Collaborative Team Teaching</p> <p><input type="checkbox"/> Special Class for Hearing Impaired</p>	<p>Partnerships in the first year</p> <ul style="list-style-type: none"> ▪ Intermediary: ▪ Community-based Organizations: ▪ Hospital Outreach: ▪ Cultural/Arts Organizations: ▪ Not-For-Profit: ▪ Corporate: ▪ Financial Institutions: ▪ Other:
<p>ELL Programs (Check all that apply):</p> <p><input checked="" type="checkbox"/> ESL</p> <p><input type="checkbox"/> Bilingual Programs:</p> <p><input type="checkbox"/> Dual Language Programs:</p>	<p>Courses & Program Highlights</p> <p>Programs:</p>
<p>Enrollment:</p>	<p>Languages:</p>

<p>Total Students per grade: TBD</p> <p>Grades Served in year 1: TBD</p> <p>Grades Served at Scale: TBD</p>	<p>Advanced Placement Courses:</p>
	<p>Extracurricular Activities in the first year:</p> <p>Leadership & Support:</p> <p>Academic:</p> <p>Artistic:</p> <p>Clubs:</p> <p>School Sports:</p>

Appendix C

Use the UFT pre-approved criteria below to select 10 criteria that align with your new school's mission.

Demonstrated Content Knowledge:

- Scholarship in the content area, with an emphasis on _____ (examples: scientific method, social studies, history, mathematics, science, arts)
- Familiarity with professional literature and best practice in content area
- In depth experience in utilizing Balanced Literacy and Mathematics

Demonstrated Pedagogical Knowledge:

- Demonstrated success in incorporating reading and writing strategies in daily routines and classroom instruction
- Demonstrated success in incorporating hands-on and co-operative learning activities
- Demonstrated success in developing interdisciplinary project and problem-based unit plans.
- Demonstrated success in monitoring and analyzing data to drive instruction and increase student achievement
- Experience in utilizing the “Workshop Model” for instruction;
- Experience in differentiating instruction for all students, including special education and English Language Learners;

- Ability to develop and use project based learning units, utilizing a backwards planning design model. For more information about backwards planning see *Understanding by Design* by Wiggins and McTighe.
- Ability to seamlessly integrate technology in the classroom
- Excellent classroom management skills (utilizing the ---- approach to classroom organization. For information see ...)
- Daily lessons that incorporate and model best practices of youth development
- Use of differentiated instructional techniques, project-based learning, and the Workshop Model to facilitate the accommodation of varied interests, intelligences, abilities, and learning styles. For more information see *Integrating Differentiated Instruction and Understanding by Design* by Tomlinson and McTighe
- On-going diagnostic assessments to identify students' existing knowledge and interests and to facilitate connections between content and real-world experiences.
- Use of on-going formative assessments to provide weekly or bi-weekly numeric and narrative feedback to each and every student.
- Demonstrated experience and/or an understanding of student-centered instruction and performance based assessments. For information about PBA see ...
- Writing and presentation ability as evidenced by a demo lesson and a writing sample

Demonstrated Collaborative Skills:

- Demonstrated success of effective communication with colleagues, parents, students, etc
- Demonstrated success of working collaboratively with colleagues and parents/caregivers;
- Demonstrated success of collaboration and planning a team setting
- Experience and/or willingness to lead an advisory group. For more information on advisory see *The Advisory Guide: Designing and Implementing Effective Advisory Programs in Secondary Schools* by Lieber and Poliner.

Demonstrated Commitment to Professional Community/On-going Learning:

- Knowledge and/or interest in participating in a School Wide Enrichment Program
- Demonstrated professionalism and leadership qualities
- Demonstrated commitment to working in a new start-up organization
- Demonstrated commitment to professional growth;

Demonstrated Commitment to and Success in Improving Student Achievement:

- Timely summative assessments to prepare students for Regents, PSAT, and SAT examinations.
- Demonstrated knowledge and/or understanding of NYS Regents Exams and an understanding of test preparation instruction
- On-going communication and collaboration with _____(name of school) colleagues to design and deliver an effective advisory program that supports the diverse needs of every student. Commitment to Willingness to work collaboratively with _____(CBO) and DOE staff to support student academic and personal development
- Demonstrated success in working with overage and under-credited youth

OTHER (please include the preferred clause):

- Proficiency in Microsoft Office products (Word, Excel, PowerPoint, preferred)
- Proficiency in Web applications (Internet explorer, Web Outlook (DOE Email), ATS, HSAPS, HSST, PCL, Acuity, HIP, grading / record-keeping programs) preferred
- Working knowledge of and ability to communicate effectively in a language other than English, preferably _____ (e.g. Spanish and or Mandarin).

Appendix D: Course Sequence

This is a template. Please feel free to modify to reflect the instructional program of the proposed school (i.e. year long courses, semester long courses, trimester long courses)

Subject			
Grade	2	3	5
September – October	Insert name of course	Insert name of course	Insert name of course
November – December	Insert name of course	Insert name of course	Insert name of course
January –February	Insert name of course	Insert name of course	Insert name of course
March – April	Insert name of course	Insert name of course	Insert name of course
May – June	Insert name of course	Insert name of course	Insert name of course

Appendix E

STAFFING PLAN GUIDE

Use the following hypothetical numbers as a guide to create a staffing plan that will enable the school to execute its mission. Provide the specific license and role of the staff member in the school.

Important: *Sample budget.* The purpose of this Application Portfolio question is to create a staffing plan, and so this budget does not include start-up allocation, OTPS expenditures, etc. The sample school budget does not represent the actual budget any approved school will receive.

Elementary School K-5	Elementary School K-5 Year 1 All Grades (K-2)	Elementary School K-5 At Capacity All Grades (K-5)
# of students	225	450
New Students		
TL Per Capita	\$3,946	\$3,946
Children First Per Capita	\$116	\$116
ALLOCATION TYPE		
Total TL Allocation	\$887,850	\$1,775,700
Foundation Allocation	\$225,000	\$225,000
Children First	\$85,000	\$85,000
Children First Variable	\$37,584	\$52,200

15% Budget Cut		
Total TL	\$1,223,950	-\$320,685 \$1,817,215

Position	Projected Annual Pay	# of Positions	Cost
Principal	\$125,000	1	125000
Secretary	\$43,300	2	48600
Business Manager	\$55,000	0	0
# of classroom teachers	\$60,000	11	660000
# of Intervention Teachers	\$60,000	1	60000
F-Status Teacher	\$27,500	1	27500
Guidance Counselor	\$76,000	1	76000
Social Worker	\$65,000	1	65000
Tax Levy Paras	\$33,500	0	0
School Aide	\$23,500	4	94000

NOTE:

The Overall Allocation for the purposes of this Application Portfolio includes overhead and instructional allocations and can be used to fund any of the following positions: principal, secretary, guidance counselor, social worker, school aide, paraprofessional, and teacher. It is not necessary to provide budget for OTPS.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 330						
District:	24	DBN:	24Q33	School		342400010330	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K	v	4		8		12
	1		5		9	Ungrade	v
	2		6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K			0				
Kindergarten			205				
Grade 1			0	Student Stability - % of Enrollment:			
Grade 2			0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3			0				
Grade 4			0	Poverty Rate - % of Enrollment:			
Grade 5			0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 6			0				60.0
Grade 7			0	Students in Temporary Housing - Total Number:			
Grade 8			0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 9			0				
Grade 10			0	Recent Immigrants - Total Number:			
Grade 11			0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 12			0				
Ungraded			4				
Total			209				
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes			11	Principal Suspensions			
# in Collaborative Team Teaching (CTT)			11	Superintendent Suspensions			
Number all others			7				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants			
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants			
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes			TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.			TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only			TBD	Number of Teachers			
# ELLs with IEPs			TBD	Number of Administrators and Other Professionals			
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
				% fully licensed & permanently assigned to this			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers			
American Indian or Alaska Native			0.5				
Black or African American			0.5				
Hispanic or Latino			93.3				
Asian or Native Hawaiian/Other Pacific			2.9				
White			2.9				
Male			46.9				
Female			53.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

A. Language Allocation Policy Team Composition

Network Cluster 6	District 24	School Number 330	School Name PS 330 Q
Principal LaShawna Harris		Assistant Principal N/A	
Coach Ivelisse Hernandez		Coach N/A	
Teacher/Subject Area Michelle Zytco-Morgan/ESL		Guidance Counselor Kenneth Jefferies	
Teacher/Subject Area Monica Encarnacion/TBE		Parent type here	
Teacher/Subject Area Nicole Treanor/K Teacher		Parent Coordinator N/A	
Related Service Provider type here		Other type here	
Network Leader Petrina Palazzo		Other Part-Time ESL Coordinator- Francine Werther	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	209	Total Number of ELLs	107	ELLs as Share of Total Student Population (%)	51.20%
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Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- 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).
- 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.

Responses to questions 1-6

1. PS 330Q is a new school that opened in September 2010 with nine (9) Kindergarten classes. The students zoned for another school but redirected to our school due to overcrowded neighboring schools in District 24. Many of our students arrived with HLIS forms already in their cumulative record folders. The certified ESL teacher and the F-Status ESL coordinator checked the HLIS forms for all incoming students. Eligible students were then administered the LAB-R, within 10 days of registration, by the ESL teacher and the ESL coordinator. The certified Spanish TBE teacher administered the Spanish LAB as needed based on the LAB-R raw score results. In collaboration with the school principal, the ESL teacher and the ESL coordinator, entitled students were then placed in programs as per parental choice. All new families who come directly to PS330Q are given a registration packet which includes the HLIS form in both English and Chinese or Spanish. Oral interviews (in the native language as needed) are conducted by the following school personnel: Ms. Harris, Principal, Ms. Morgan, ESL teacher, Ms. Hernandez, Literacy Coach and/or the ESL Coordinator. All formal initial assessments and placements continue to be made in collaboration with the principal and the ESL personnel. In Spring 2011, NYSESLAT will be administered to all eligible students as per the RLER and the current class lists (ROCL).
2. Parent meetings, both during the school day and the evening, occurred in September for the parents of entitled Kindergarten ELLs. At the meetings, the ESL teacher and ESL coordinator discussed and answered questions about the three program choices. At this time, we inform parents that the Dual Language program is not currently offered at our school. The parents were also given the ELL parent program brochure. The parent video was shown and parents were then asked to fill out the Parent Survey & Program Selection Form following the viewing of the video. These forms were then collected at the end of the meeting. Throughout the school year, the ESL teacher conducts these parent meetings on a one-to-one basis at registration or in groups as needed. The program choice video is also shown at the time of registration and the program selection form is filled out by the parent & collected by the school personnel. This ensures the correct placement of new ELLs.
3. If parents did not attend any of the above mentioned parent meetings, the school will follow up with a phone call that discusses the program selections. A parent brochure and the Program Selection Form are then sent home for approval and a parental signature. We ask that the form be returned as soon as possible. If the first form is not returned, we send a reminder. If it is still not returned, we follow the default program for ELLs as per CR Part 154, if space allows. Entitlement letters for the first time ELL entitled students, indicating program choice and placement, were sent home after the parent meetings were conducted. Copies of these letters are kept on file. This procedure continues to be followed as new students register throughout the school year.
4. Students were placed as per parental program choice, if space allowed. If parents had any further questions, they were encouraged to call or visit the school for clarification.
5. PS 330Q has just opened its doors for the first time this year. The trend for this year seems to be about 50/50. Half of our parents chose Spanish TBE programs while the other half chose ESL only. No parents selected the Dual Language program. If parents request a Spanish TBE program and space is not available, the child will be placed in an ESL program in this school and be given the option to go to another school where there is a seat in a bilingual class. If numbers indicate that another class should be created, the principal will create another class, if space allows. When informing parents about the Dual Language program, however, they were informed that they can transfer their

child to another school where the Dual Language program is currently available or remain on the waitlist for Dual Language here and a class will be created if there are enough families that make that selection.

6. The program models offered at our school are aligned with the parent requests as discussed in number 5.

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	---

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	107	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups											
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	55	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55					
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	52	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52

Total	107	0	5	0	107									
Number of ELLs in a TBE program who are in alternate placement: <input type="text"/>														

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	55	<input type="text"/>	55											
Chinese	<input type="text"/>	0												
Russian	<input type="text"/>	0												
Bengali	<input type="text"/>	0												
Urdu	<input type="text"/>	0												
Arabic	<input type="text"/>	0												
Haitian	<input type="text"/>	0												
French	<input type="text"/>	0												
Korean	<input type="text"/>	0												
Punjabi	<input type="text"/>	0												
Polish	<input type="text"/>	0												
Albanian	<input type="text"/>	0												
Yiddish	<input type="text"/>	0												
Other <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
TOTAL	55	0	55											

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	<input type="text"/>	0	0																		
Chinese	<input type="text"/>	0	0																			
Russian	<input type="text"/>	0	0																			
Korean	<input type="text"/>	0	0																			
Haitian	<input type="text"/>	0	0																			
French	<input type="text"/>	0	0																			
Other <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	0
TOTAL	0	0	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0	0
Chinese	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0	0
Russian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0	0
Korean	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0	0
Haitian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0	0
French	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0	0
Other <input type="text"/>	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	47	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	47
Chinese	5	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	5
Russian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Bengali	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Urdu	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Arabic	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Haitian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
French	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Korean	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Punjabi	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Polish	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Albanian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Other	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
TOTAL	52	0	52											

A. Programming and Scheduling Information

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])?

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)?

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.

How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for Long-Term ELLs (completed 6 years).
- e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. A. The organizational models are Pull-Out ESL and Spanish TBE.

B. Our ESL Pull-Out students are serviced in homogenous groups (Beginner/Intermediate or Advanced as per LAB-R 2010 results).

2. As per CR Part 154, ELLs in the ESL Pull-Out program receive the mandated 360 minutes per week (mandated number of units of support) for beginner and intermediate levels and 180 minutes per week (mandated number of units of support) for advanced levels.

As per CR Part 154, ELLs in Spanish TBE receive instruction in the students' native language with intensive support in English. In the beginning levels of English language development, 60% of instructional time will take place in the students' native language and 40% in English. As the students develop fluency in English, instructional time in English increases (50/50 for intermediate levels and 75/25 for advanced levels). As per CR Part 154, NLA is taught 60-90 minutes daily for beginners, 45-60 minutes for intermediates, and 45 minutes for advanced students.

3. Our Spanish TBE programs use ESL methodologies, along with scaffolding instructional strategies, in the content areas of math, science and social studies. Students receive instruction in both languages as per their proficiency levels as stated in CR Part 154. As students become more proficient, reinforcement in the content areas is done in English.

4. A. N/A

B. All students at our school are in Kindergarten. The ESL Pull-Out teacher works collaboratively with our literacy coach and Kindergarten teachers with ELLs in their classrooms. The ESL teacher differentiates and scaffolds the monthly units of study in reading, writing and math. Foundations, a phonics program, is currently being used to support language development. Books from Mondo and Scholastic book companies are being utilized to enhance classroom libraries. Other programs used at our school to support ELLs in their various stages of language development are: Making Meaning and Being a Writer by Developmental Study Center as well as Everyday Mathematics.

C. N/A

D. N/A

E. ELLs identified as having special needs receive additional differentiated instruction and ELL scaffolding techniques that are needed as per each student's IEP.

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

Beginning

Intermediate

Advanced

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

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

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

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.

A. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. We are currently a new school with 9 classes of Kindergarten only. We have no targeted intervention programs for ELL in ELA, Math, and other content areas as of now.
6. N/A
7. For the current school year, we are beginning with Everyday Math, Foundations, and a readers and writers specialized program.
8. N/A
9. Our Kindergarten ELLs participate in all physical education and art cluster activities. All students at PS 330Q interact with one another during the scheduled lunch periods. All students participate in their classroom activities as well as scheduled classroom trips outside the building.
10. Please see 4 B. In addition, classroom teachers have access to a traveling computer cart that can be signed out for daily classroom use. The literacy coach has additional materials that all teachers can borrow for classroom instructional enhancement. SmartBoards will begin to be utilized in the current school year.
11. Please see numbers 1 and 2 under Programming and Scheduling Information. Our school supports students in Spanish TBE classes as per CR Part 154.
12. N/A
13. N/A
14. N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

1-5. N/A

B. 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. As we are a new school, our PD plan for the ELL personnel revolves around the on-going assessments of student needs that will help drive instruction for ELLs implementing ESL strategies and methodologies. We do not currently have a parent coordinator or a secretary.

2 N/A

3. There are scheduled monthly faculty meetings as well as grade meetings where the needs of ELLs are discussed. There will be ongoing study groups for teachers throughout the year to help them build their knowledge and skills/strategies for teaching ELLs. Some of the opportunities will be in-house training done by the ESL personnel and literacy coach. Others will be provided by outside organizations. Meeting agendas and sign in sheets will be used to record attendance at professional development.

A. Assessment Breakdown

D. Parental Involvement

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

Paste response to questions 1-4 here

1. Parent liaisons, committees, and organizations are in the planning stages at our new school, PS 330Q. We are a school that welcomes all families. The vast majority of our families speak a language other than English. We have hosted Parent Association meetings, orientation meetings, a curriculum night and a Spanish Heritage celebration. Further activities will be planned throughout the year based on need.

2. We currently have a partnership with New York Cares and will be offering families ESL services on the weekend.

3. We survey families.

4. All letters inviting parents are translated in their native language. All parent activities have been well attended so far this year.

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

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

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

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

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	<input type="checkbox"/>							
Chinese Reading Test	<input type="checkbox"/>							

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

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

Paste Responses to questions 1-6 here

- PS 330Q uses ECLAS-2, EL SOL and Fountas and Pinnell to assess the early literacy skills of our ELLs. The data provides us with insight about students' letter and sound recognition, early literacy behaviors as well as their reading levels. The data allows us to create and differentiate lessons for our ELLs that best meet their literacy needs.
- NYSESLAT Data is not available until the completion of the assessment in Spring 2011. LAB-R raw scores available for 2010 have revealed that our 67 beginner/intermediate students need language instruction in the 4 modalities of listening, speaking, reading, and writing with additional support in listening and speaking. Our 40 advanced level students will need more support in reading and writing skills.
- N/A
- N/A
- N/A
- On-going assessments 3 times yearly with ECLAS-2 and Fountas and Pinnell will assess the early literacy skills of our ELLs throughout the school year. Based on these assessments, teachers will differentiate instruction that will meet the needs of the students. We anticipate evaluating the success of our ELL programs by the number of students that test out of the ELL program after taking the NYSESLAT in the spring 2011. We will track and compare the number of students that test out after year one and those that need additional ELL services after year one. In the future, when our students take the NYS ELA, Math, Science etc. we will also measure our success by their scores.

Additional Information

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

Paste additional information here

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 <u>□□□□</u>		□□□□
	Other <u>□□□□</u>		□□□□
□□□□	Other <u>□□□□</u>		□□□□
□□□□	Other <u>□□□□</u>		□□□□