



GOLDIE MAPLE ACADEMY

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: GOLDIE MAPLE ACADEMY
ADDRESS: 3-65 BEACH 56 STREET
TELEPHONE: 718-945-3300
FAX: 718-945-3303

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010333 **SCHOOL NAME:** Goldie Maple Academy

SCHOOL ADDRESS: 3-65 BEACH 56 STREET, QUEENS, NY, 11692

SCHOOL TELEPHONE: 718-945-3300 **FAX:** 718-945-3303

SCHOOL CONTACT PERSON: ANGELA LOGAN **EMAIL ADDRESS:** ALogan@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Solomon Bennett

PRINCIPAL: Angela Logan

UFT CHAPTER LEADER: Faith Mack

PARENTS' ASSOCIATION PRESIDENT: Tonyia DosSantos

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: WILLIAM COLAVITO/ALTHEA SERRANT/Christine Etienne

SUPERINTENDENT: MICHELE LLOYD-BEY

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Angela Logan	Principal	
faith mack	UFT Chapter Leader	
melissa compson	UFT Member	
deonne Rose	UFT Member	
Tonyia DosSantos	Parent	
Vityshia Wingate	Parent	
Ayesha Saunders	Parent	
Nefratia Altamirano	Parent	
Anika Collins	Parent	
Solomon Bennett	UFT Member	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Our school, Goldie Maple Academy is located in the Arverne section of the Queens, New York. This pre-kindergarten to eighth grade school serves a population of approximately 542 students from culturally diverse backgrounds. The school is a non zoned school. All students except pre kindergarten, gifted and talented, NCLB and special education students must go through an application process before being considered for admission. The school building is a well-kept, modern building where pride in the students' accomplishments is evident in the prominently displayed student work. The instructional program of the Goldie Maple Academy is Core Knowledge, a nationally recognized research-based school reform model, which advocates a curriculum that is designed to present a coherent sequence of skills and knowledge that build cumulatively year by year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps. Grade-by-grade sequencing of topics is important because it gives teachers some assurance that children will come prepared with a shared core of knowledge and skills, and because children learn more effectively when instruction follows the basic psychological principle that we learn new knowledge by building on what we already know. The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: implementation of effective strategies to address the large number of elementary students lacking basic skills in both reading and mathematics; increasing written expression in all students; improving instruction for special education students by increasing opportunities for inclusion into the general education program, as well as providing intensive professional development and implementation of effective strategies for implementing Core Knowledge and creating meaningful assessments. Thus, Goldie Maple Academy's Comprehensive Educational Plan for 2010-2011 will reflect a concerted effort and specific plan to address the needs of our students with an emphasis on focused interventions for the all students specifically level 1 and 2 students. Technology is infused into all curricular areas through the use of in-classroom computers, a mobile laptop lab, and a state-of-the-art Library Media Center. Each middle school student has access to their individual laptops that are wireless which allows the student to conduct research based learning in all areas of the. A computer lab is used to increase professional development opportunities for staff as well as whole group instruction for all students. Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in all content areas. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all early childhood students deemed to be at risk will receive appropriately targeted services. The school will be implementing the following after school programs for specific groups of students: after school tutoring, homework helpers.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Goldie Maple Academy								
District:	27	DBN #:	27Q333	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	50	48	70		94.5	95.7	TBD		
Kindergarten	82	64	78						
Grade 1	52	77	76	Student Stability - % of Enrollment:					
Grade 2	64	62	83	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	60	63	55		96	94.53	TBD		
Grade 4	19	62	71						
Grade 5	33	21	55	Poverty Rate - % of Enrollment:					
Grade 6	0	29	20	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	30		93.3	76	90		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	2	TBD		
Grade 12	0	0	0						
Ungraded	3	3	1	Recent Immigrants - Total Number:					
Total	363	429	539	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	23	27	32	Principal Suspensions	21	11	TBD		
# in Collaborative Team Teaching (CTT) Classes	3	6	6	Superintendent Suspensions	3	9	TBD		
Number all others	3	2	5						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	0	Number of Teachers	29	29	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	9	TBD
				Number of Educational Paraprofessionals	5	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	96.6	100	TBD
				% more than 2 years teaching in this school	3.4	58.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	41.4	51.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	72	79	TBD
American Indian or Alaska Native	0.6	0.7	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.7	91.7	TBD
Black or African American	81.8	79.5	76.6				
Hispanic or Latino	14.9	15.4	16.7				
Asian or Native Hawaiian/Other Pacific Isl.	1.9	2.8	3				
White	0.8	1.4	2.4				
Multi-racial							
Male	46	45.7	45.1				
Female	54	54.3	54.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	69.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	15	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	24	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	30.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Strengths:

- Sequenced Curriculum Plan for all grade levels
- Curriculum Plan aligned to state standards
- Curriculum Plan aligned vertically and horizontally
- Teachers have common planning time
- Dedicated Literacy block at all grade levels
- Departmentalized starting in Grade 3
- Parent-Teacher conference sessions throughout the year.
- Various methods to communicate to parents about progress: parent survey, Student For a Day at GMA, Coffee Break Meetings, Engrade (allows administration, teachers, parents and students to track academic progress), Monthly parent workshops, progress reports between each report cards, Instructional guides provided for each family, Instructional materials provided for families at each grade level.
- Assessments and rubrics aligned to curriculum units
- Benchmark expectations for each grade level.

Accomplishments

- Hired Lisenced librarian
- Hired lisenced Reading/ELA teacher for middle school
- Hired liscenced Math teacher for middle school
- Rubrics designed to be task specific for each unit
- Schedule is always adjusted so students have a departmentalized schedule
- Engrade - an online grading system that allows administrators, teachers, parents and students to monitor the student's academic progress
- Teams of teachers utilize multiple forms of data to analyze school and student progress
- Data from the Teacher/Student/Parent survey is continually utilized to drive the instructional plan
- PAC organization created
- Monthly Parent Workshops in the evening and on weekends

- 6 students were completely or partially decertified from Special Education and placed into their Least Restrictive Environment.

Challenges:

- Budgetary Constraints
- Goldie Maple Academy continues outreach to find an ELL provider to serve ELL population. Our efforts will continue throughout the school year in the hopes that we will fill the position.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 51% of the students will progress in ELA, leaving us with 0% level 1 and increasing the percentage of level 3 and 4 students as measured by standardized tests and school and class assessments	<input type="checkbox"/> The students at Goldie Maple Academy will improve their achievement proficiency in Literacy as measured by multiple assessments.
<input type="checkbox"/> By June 2011, 17% of the students will progress in Math, leaving us with 0% level 1 and 2, and increasing the percentage of level 3 and 4 students as measured by standardized tests and school and class assessments.	<input type="checkbox"/> The students at Goldie Maple Academy will improve their achievement proficiency in math as measured by multiple assessments.
<input type="checkbox"/> By June 2011, 100% of the students will progress to levels 3 and 4 as measured by school and class assessments	<input type="checkbox"/> Students at Goldie Maple Academy will improve their achievement proficiency in Social Studies as measured by multiple assessments.
<input type="checkbox"/> By June 2011, 100% of the students will progress to levels 3 and 4 as measured by standardized tests and school and class assessments	<input type="checkbox"/> The students at Goldie Maple Academy will improve their achievement proficiency in Science as measured by multiple assessments.

SECTION VI: ACTION PLAN

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

Subject Area

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, 51% of the students will progress in ELA, leaving us with 0% level 1 and increasing the percentage of level 3 and 4 students as measured by standardized tests and school and class assessments</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><input type="checkbox"/></p> <p>Implement Core Knowledge Curriculum and Balanced Literacy Components Grade Level expectations developed Align Core Knowledge Curriculum with Balanced Literacy Prototype Align Core Knowledge Curriculum with New York State Standards and Common Core Standards Providing writing and research activities that will broaden the student knowledge base Develop product specific assessments, rubrics, and checklists to assess student learning Assess curriculum implementation and modify to increase student learning and progress Development and implementation of multiple differentiated assessments Analyze student work during Inquiry Team Meetings 3X per week and during Grade Level Meetings. Utilize and analyze student data to redesign the instructional program to better meet the needs of the students on an ongoing basis. Analyze data to target groups of students and individual students Students are targeted and grouped during the school day in class and in pull out sessions After school tutoring is targeted for students to move from level 2 to level 3, 5 days per week After school tutoring is targeted for students to move from level 3 to level 4, 5 days per week</p>

	Provide student s with projects and activities that incorporate technology
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	Fair Student Funding
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> Student work/ teacher made assessments/ Acuity/ rubrics/ checklists allow for frequent and periodic review of student progress Online grading system allows administrators, teachers, parents, and students to track student progress Product/Task specific rubrics, checklists, and assessments Assessment data reviewed 3X weekly by the Inquiry Team and 1X weekly in a grade level meeting Assessment and modification of instruction is ongoing as student data is analyzed New York State ELA Assessments

Subject Area
(where relevant) :

Mathematics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>By June 2011, 17% of the students will progress in Math, leaving us with 0% level 1 and 2, and increasing the percentage of level 3 and 4 students as measured by standardized tests and school and class assessments.</p>
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<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>□</p> <ul style="list-style-type: none"> Implement MathConnects Curriculum in Grades K-2 Use Coach as a tool to implement Math Curriculum in grades 3-5 Use Impact Math Curriculum in grades 6-8 Align curriculums for each grade with Instructional Prototype Align Mathematics Curriculums with New York State Standards and Common Core Standards Providing writing and problem solving activities that will broaden the student knowledge base Develop product/task/skill specific assessments, rubrics, and checklists to assess student learning Assess curriculum implementation and use student data to modify instruction and increase student learning and progress Development and implementation of multiple differentiated assessments Analyze student work during Inquiry Team Meetings 3X per week and during Grade Level Meetings. Utilize and analyze student data to redesign the instructional program to better meet the needs of the students on an ongoing basis. Analyze data to target groups of students and individual students Students are targeted and grouped during the school day in class and in pull out sessions After school tutoring is targeted for students to move from level 2 to level 3, 5 days per week After school tutoring is targeted for students to move from level 3 to level 4, 5 days per week Provide student s with projects and activities that incorporate technology
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Fair Student Funding</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><input type="checkbox"/> Student work/ teacher made assessments/ Acuity/ rubrics/ checklists allow for frequent and periodic review of student progress Online grading system allows administrators, teachers, parents, and students to track student progress Product/Task specific rubrics, checklists, and assessments Assessment data reviewed 3X weekly by the Inquiry Team and 1X weekly in a grade level meeting Assessment and modification of instruction is ongoing as student data is analyzed New York State Math Assessments</p>
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Subject Area
(where relevant) :

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 100% of the students will progress to levels 3 and 4 as measured by school and class assessments</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Implement Core Knowledge Curriculum Align Core Knowledge Curriculum with Prototype Align Core Knowledge Curriculum with New York State Standards and Common Core Standards Providing writing and research activities that will broaden the student knowledge base Develop product specific assessments, rubrics, and checklists to assess student learning Assess curriculum implementation and modify to increase student learning and progress Development and implementation of multiple differentiated assessments Analyze student work during Inquiry Team Meetings 3X per week and during Grade Level Meetings 1X per week. Utilize and analyze student data to redesign the instructional program to better meet the needs of the students on an ongoing basis. Analyze data to target groups of students and individual students Students are targeted and grouped during the school day in class and in pull out sessions NCLB students are tutored after school to fill in Core Knowledge learning gaps from</p>

	<p>previous grade levels</p> <ul style="list-style-type: none"> • Provide student s with projects and activities that incorporate research and technology
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Fair Student Funding</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><input type="checkbox"/></p> <p>Student work/ teacher made assessments/ Acuity/ rubrics/ checklists allow for frequent and periodic review of student progress Online grading system allows administrators, teachers, parents, and students to track student progress Product/Task specific rubrics, checklists, and assessments Assessment data reviewed 3X weekly by the Inquiry Team and 1X weekly in a grade level meeting</p> <ul style="list-style-type: none"> • Assessment and modification of instruction is ongoing as student data and work is analyzed

**Subject Area
(where relevant) :**

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, 100% of the students will progress to levels 3 and 4 as measured by standardized tests and school and class assessments</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Provide students with projects and activities that incorporate research and technology</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title I Funding</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><input type="checkbox"/> rubrics, checklists, and assessments Assessment and modification of instruction is ongoing as student data and work is analyzed</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	25	74	N/A	N/A	2			
1	78	78	N/A	N/A	10	1	1	
2	69	69	N/A	N/A	8			
3	46	46	N/A	N/A				
4	51	51	2	10	11	1	1	
5	36	36	7	5	3			
6	20	20	5	2				
7	30	30	5	2				
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

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:	<input type="checkbox"/> Early morning, after school instruction, one to one tutoring, small group pull out instruction. Beginning September 2010- June 2011. Early morning start time gives students more "time on task". Reduced Class size Small group instruction Computer assisted lab instruction. Remedial Literacy instruction for identified students-daily during the day and after school. After school sessions meet three a week for two hrs. per session 3:00 PM - 5:00 PM. One to one tutoring occurs during the day and small group pull out instruction is 3x per week during the day. Monthly assessments to determine direction of instruction. Acuity, Core Knowledge, Options and Coach materials are used. Skill driven literacy instruction for identified students – daily during the day and after school. Small teacher student ratio Reduced student teacher ration enabling small group and individualized, differentiated instruction.
Mathematics:	<input type="checkbox"/> Early morning, after school instruction, one to one tutoring, Saturday instruction and

	<p>small group pull out instruction. Beginning September 2009 - June 2010.</p> <p>After school meets twice per week from 3:00 PM - 5:00 PM. Saturday session is from 9:00 AM - 1:00 PM. One to one tutoring is weekly during the day and small group pull out occurs 3x per week during the day.</p> <p>Instruction based in assessed needs for targeted instruction that is skills based, using Acuity, Coach, Options and teacher made materials.</p>
Science:	<p><input type="checkbox"/></p> <p>After school, one to one tutoring, small group pull out and Saturday instruction for identified students beginning September 2009 - June 2010.</p> <p>After school tutoring is twice per week from 3:00 PM - 5:00 PM. Saturday session is from 9:00 AM - 1:00 PM. One to one tutoring is weekly during the day and small group pull out instruction occurs 3x per week during the day.</p> <p>Skills based and Lab (hands on) approach using FOSS, DSM, Delta and Coach Science materials and activities.</p>
Social Studies:	<p><input type="checkbox"/></p> <p>Early morning, after school, one to one tutoring, small group, pull out instruction, and Saturday instruction for identified students. Early morning provides students with more "time on task" and all sessions reflect reduced teacher/ student ratios. Beginning September 2009 - June 2010.</p> <p>After school meets twice per week from 3:00 PM to 5:00 PM. Saturday session is from 9:00 AM - 1:00 PM. One to one tutoring is weekly during the day and small group pull out occurs 3x per week during the day.</p> <p>All sessions are skills based, as well as, using the inquiry driven model. Materials used are Core Knowledge, and DBQ scaffolding format.</p>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/></p> <p>ERSSA provider facilitates students and/or groups. On-going support/counseling sessions for "at risk" students identified with social/emotional issues interfering with school performance; provide information, support and direction for staff and parents concerning procedures and processes for evaluation of "at risk" students Offer referral services to community agencies and coordinate the services to apply to improved personal/social/academic functioning. Sessions vary based on individual student needs.</p>

	Program begins in September 2009 - June 2010.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> IN class support Push in model. Provide assistance for students at risk. Conducts sessions with teacher to discuss alternative behavior strategies that could reincorporate into the class. Work one to one with students in class to discuss positive behavior choices. Frequency: session vary based on individual student needs. Beginning September 2009 - June 2010
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Push in model - Provide assistance for students at risk. Conducts sessions with teacher to discuss alternative behavior strategies that could be incorporated into the class. Work one to one with students in class to discuss positive behavior choices. Frequency: sessions vary based on individual student needs. Program begins in September 2009 - June 2010
At-risk Health-related Services:	<input type="checkbox"/> Improving self esteem and peer relationships. Girls Club and Boys Club - Weekly group sessions to discuss similar issues. Beginning September 2009 - June 2010. Asthma Awareness Committee - Monthly meetings with school Nurse and school liaison with students who have asthma. Do you Know your triggers? Beginning November 2009 - June 2010. Nutrition Committee- Monthly meetings with representatives from School Food Services, administration and student representatives. Discuss health and wellness, eating healthy, reviewing monthly menus . Students provide feedback about food choices and make suggestions regarding proposed menus. Beginning September 2009- June 2010.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K, 2, 4

Number of Students to be Served:

LEP 0

Non-LEP 529

Number of Teachers 0

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

We do not have any Title III funds. Therefore, we are unable to create a program for limited English proficient students. There are no limited English proficient students for the 2010-2011 school year.

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.

After the students are identified, the teachers will be told of the student's status. The students schedule will be reviewed to determine the appropriate time for ELL instruction to occur. During the school year, all teachers will receive information regarding professional development opportunities.

Section III. Title III Budget

—

School: Goldie Maple Academy

BEDS Code: 342700010333

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	n/a	<input type="checkbox"/> The Tax Levy Translation allocation will be used to pay a staff member per session to translate documents such as monthly calendars, PTA flyers, daily memos etc for our bilingual parents. The staff member will utilize these funds when ever the need arises for a document to be translated that can not occur during normal school hours.

Purchased services - High quality staff and curriculum development contracts	0.00	<input type="checkbox"/> Due to the low number of ELL's in our school, we did not receive an allocation specifically for this purpose.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	86.00	<input type="checkbox"/> None provided due to lack of funds
Educational Software (Object Code 199)	0.00	<input type="checkbox"/> Non due to lack of funds
Travel	0.00	<input type="checkbox"/> None due to lack of funds.
Other	0.00	<input type="checkbox"/> This amount will be used to pay for ink that will assist in providing parents with translated information. The allocation category, Title 1 Translation and Interpretation will be used to support our efforts to inform parents about our curriculum and upcoming events.
TOTAL	86	

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.

At the beginning of the school year the school used the various tools including parent language needs surveys, the ATS system, Acuity as well as updated blue emergency cards to determine the language needs of the parents and students. The Parent Association also conducted informal interviews about home language to determine translation and /or interpretation services parents might need. The School Leadership Team in conjunction with the Parent Association members determined the forms that needed to be translated throughout the year.

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.

The school has less than fifteen parents that require the translation and interpretation services. For these non-English speaking parents, Spanish was the primary language spoken. the committee determined these parents should receive notifications in Spanish and in English, although some are fluent in both Spanish and English. It was also decided that the following documents , at a minimum, needed to be translated during the year: progress reports, report cards, school calendars for each month, units of study for each grade, parent memos and lunch menus. For parents who require oral interpretation services for meetings and parent-teacher conferences a member of the pedagogic staff, student support personnel or paraprofessionals is always available. This information was conveyed to parents during the Meet the Teacher Night, which occurred during the first month of school. It will be further discussed at all parent activities and disseminated to parents in their native language. The findings were also shared with pedagogic staff for the affected families to enable them to make arrangements for interpretation services prior to meetings.

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.

A bi-lingual staff member will address the need for translation services in writing for communication to be sent home and for literature available about school functions. School funds will be used to pay a staff member to translate all required documents for the parents. The documents will be sent to the parents as well as displayed throughout the school.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Pedagogic and paraprofessional as well as student support staff provide oral interpretation at school meetings, Parent Association meetings and for parent-teacher conferences. Parents are informed of the availability of interpreters and their right to use a friend or family member to provide interpretation services.

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

As stated above, all parents whose primary language is not English receive notices in both Spanish and English. This includes notification on parental rights with regard to translation and how to obtain translation services in the school. Parents will also be made aware of resources available within the Department of Education and bi-lingual publications of the State Education Department will also be made available. Monthly school calendars, progress reports and report cards will also be available in Spanish. The School Leadership Team will also be comprised of at least one bi-lingual parent and a bi-lingual teacher who will liaise with other to ensure communication is given in a timely fashion.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	352,850	6,794	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,528		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17643	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,286	*	

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

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

N/A

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

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

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

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

□1. PS 333, Goldie Maple Academy will take actions to involve parents in the joint development of it's school parental involvement plan under section 1112 of the ESEA.

2. PS333, Goldie Maple Academy will conduct the following actions to involve parents int he process of school review and improvement under section 1116 of the ESEA.

There are key areas identified that contribute to the partnership that supports greater student achievement:

- The school will provide training and information to help families
- understand their childrens development and how to support the changes their children undergo.
- The school will reach out to provide parents with information about school programs and student progress, using consultations and progress reports
- The school will provide the parents individual information on the level of achievement of the parent's child in each of the state academic assessments.
- Our school will encourage parent volunteers and make every effort to match the experience and talents of our parents to the needs of the school.
- Ps333, Goldie Maple Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Core Knowledge, Gifted and Talented, Universal Pre-K, Targeted Pre-K, through the following activities:

1. Our school will encourage parents to attend workshops, events, and activities coordinated by our parent coordinator and PTA. kThe workshops will provide helpful information on learning activies parents can provide at home (library cards, reading corner, resources, book sales, following directions, etc.)

2. The parent coordinator and other school staff will help parents gain access to support services by other agencies such as health care, supplemental educational services, Academic Intervention services, continuing adult education programs, and childcare programs

- The school will provide assistance to parents of children served by the school in understanding topics such as

1. State academic standards in each content area
2. State achievement standards
3. State and local academic assessments including alternate assessments, the requirements, how to monitor their child's progress, how to work with educators

- Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient to parents
- Outreach will be made to parents of students in temporary housing so that these families will be involved in all parent/school activities
- school publications will be used to apprise parents of important upcoming events including testing dates, school events, and open school.
- The school calendar will be disseminated each month to all parents

School Visitations:

Parents with children attending PS 333, Goldie Maple Academy are encouraged to visit their child's school as often as possible. Parents can also visit their child's school at the following conveniently scheduled meetings and events.

1. Back to school parent orientation
2. Parent teacher conferences
3. PTA/PAC and SLT meetings
4. Student of the month celebrations
5. Be a student for a day at GMA
6. Attendance celebrations
7. Class Presentations
8. Culminating celebrations marking their child's success at the school

Professional Development:

PS 333 and Goldie Maple Academy will help parents become equal partners with educators in improving their childrens academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, Core Knowledge curriculum, monitoring their child's progress, understanding performance data (ARIS), and health and social issues.

Professional Development is provided for parents on the School Leadership Team in order to assist team members in making informed decisions about school matters.

Students with Disabilities/Professional development: Professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about the NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Project Funding:

The focus of expenditures for Title I parent involvement funds is on building the capacity of parents of Title I participating children to be able to join in an effective partnership with schools to support high student achievement. Expenditures should be planned in accordance with goals, objectives, and activities detailed in the Comprehensive Education Plan.

Parents must be consulted regarding Title I expenditures before any expenditures are made.

PS333, Goldie Maple Academy will set aside a minimum of 1% of the project funds for the usage of parent involvement activities and outreach.

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

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

The school and parents working cooperatively to provide for the successful education of their children agree:

PS 333 Goldie Maple Academy Will:	The Parent/Guardian will:
PS 333, Goldie Maple Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the states high standards	Describe the ways in which the parents will support their children's learning, such as: <ul style="list-style-type: none"> • promoting positive use of the child's extracurricular time • making sure that the children wear the school's uniform every day • monitoring attendance and lateness • making sure that homework is completed and signed every day • volunteering in my child's school • participating as appropriate, in decisions relating to my children's

PS 333, Goldie Maple Academy will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the states student achievement standards as follows:

We have incorporated the Core Knowledge curriculum, which is a nationally recognized, research based model. Teachers and parents participate in professional development through out the year, which is designed to enrich the learning experience of all our students and enable them to achieve mastery level on the NYS standards.

Parent-Teacher conferences will be held twice during the year. "Meet the Teacher Night" will be held in September.

PS 333, Goldie Maple Academy, will provide progress reports in addition to the mandated student report cards. Parents will also receive updates through phone calls and day to day contact with the teachers.

Parents will be provided with the opportunities to volunteer and participate in

education

- communicating with the school by promptly reading all notices from the school or school district and responding as appropriate
- Serving, to the extent possible on policy advisory groups

Describe ways in which the students will support their academic achievement, such as:

Student responsibilities: We as students, share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:

- Do my homework every day and ask for help when I need to. I will have my parent sign my homework every day
- Read at least 30 minutes each day outside of school time
- give my parents or the adult who is responsible for my welfare all notices and information received by me from my school each day
- Complete my community service as described in the criteria for graduation from Goldie Maple Academy (beginning in third grade)
- Wear my uniform every day
- Come to school every day, on time, and ready to learn

their child's class

Involve parents in planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Provide information to parents of participating students in an understandable and uniform format, including alternate formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels the students are expected to meet.

Provide to each parent an individual student report about the performance of their child on

the State assessment in the least math, language arts and reading.	
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PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

At Goldie Maple Academy, our goal is to achieve mastery learning in all content areas. Our curriculum spirals the topics through each grade level. Therefore, the students need background and prior knowledge on the material taught to them in order to have complete comprehension and success in learning in each content area. Students who enter our school must perform on grade level in relation to State academic content and student academic achievement standards. Students who have not previously attended Goldie Maple Academy need to acquire the prior knowledge in each of these content areas. Also, Goldie Maple Academy emphasizes real life experiences and hands on learning. We use field trips and hands on learning materials as another strategy to form prior knowledge for topics in the curriculum.

2. Schoolwide reform strategies that:

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

At Goldie Maple Academy, each student is provided the opportunity to meet the state's proficient and advanced levels of student academic achievement. Tutoring for those students not meeting state standards and school curriculum proficiency is held after school. We also have intervention tutoring services provided during the school day for students who are at risk. All students are eligible to participate in the homework club after school. This provides students with a quiet place to complete homework after school. For level 3 and 4 students, after school enrichment will take place daily to better th

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.

Students at Goldie Maple Academy have the opportunity to be involved in after school tutoring and test preparation classes. After school programs are offered to students in grades 3-8. The program groups the students by grade and ability. Level 2 to 3 students spend the first hour working on ELA skills then transition to math for the second hour of their day. The program takes place from 3pm-5pm during school days. Saturday tutoring will begin in the Spring.

o Help provide an enriched and accelerated curriculum.

Those students who are meeting or exceeding grade level standards have the opportunity to receive enrichment instruction to further their understanding of the content areas. The skill specific programs are geared to move those students to level 4 in ELA and mathematics.

o Meet the educational needs of historically underserved populations.

Students at Goldie Maple Academy are assessed and their assessment data is analyzed in order to improve teaching practices and strategies for historically underserved populations. Differentiated instruction in the classroom and pull out intervention services for at risk students are processes that Goldie Maple Academy has put into place in order to meet their educational needs.

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.

Goldie Maple Academy strives to meet the needs of all low academic achieving children and those at risk of not meeting the State academic content standards both during the school day and after school. During the school day, there are at risk intervention services and a time set aside for differentiated instruction within the classrooms. We also provide counseling and college awareness activities/visitations. Students learn in multiple styles, therefore Goldie Maple Academy utilizes technology as a means to teach content area subjects as well.

After school students can be involved in small group tutoring sessions, Test preparation courses, and homework club. Each of these programs is designed to utilize differentiated instruction and support for students who are at risk.

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

3. Instruction by highly qualified staff.

100% of the staff is certified in the area they are teaching.

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.

Staff and parents are provided with professional development to assist them in providing students with best teaching strategies in areas such as differentiation, guided reading, behavior management, hands on activities, utilization of technology, and use of data analysis programs.

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

At Goldie Maple Academy we begin recruitment for highly qualified teachers early in the year, for the following school year. Perspective teachers undergo an interview and are asked to write an interdisciplinary lesson plan. The teacher will then teach the lesson to students in a grade that is equivalent to the position the teacher is interviewing for.

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

Goldie Maple Academy and the PTA will work together to increase parent involvement. Each month there will be a family night at the school to distribute information on the Core Knowledge curriculum and celebrate student achievements. Parents are trained and encouraged to volunteer in the school. Workshops are provided to promote involvement, decision making, and distribute information to help parents with the content in the curriculum.

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.

Teachers are involved in grade meetings and curriculum meetings to involve teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program. Teachers use formative assessments and analyze the data to put best teacher practices and strategies in place.

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

Teachers receive data regarding student achievement on a timely basis. Students who are experiencing difficulty in mastering proficient or advanced levels of academic achievement are provided with in-class differentiation. These students can also be recommended to attend tutoring groups or at risk services in order to address their needs.

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.

Goldie Maple Academy will utilize violence prevention programs: The Leadership Program, and The Urban Arts Program. These programs will be coming into the school to teach violence prevention within the curriculum that the students are learning.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

n/a

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

n/a

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

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

n/a

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

n/a

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

n/a

4. Coordinate with and support the regular educational program;

n/a

5. Provide instruction by highly qualified teachers;

n/a

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

n/a

7. Provide strategies to increase parental involvement; and

n/a

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

n/a

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

4

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

The services below will be provided to assist the STH population.

1) Academic programs and educational support services

2) Basic/emergency supplies

3) Extended library and technology hours access school programs

4) Counseling services

5) Parental involvement

- 6) Intervention programs
- 7) Transportation once the student is permanently housed
- 8) Outreach efforts to identify the STH population and help them
- 9) The work of the liaison
- 10) Research based programs that benefit highly mobile students
- 11) Data collection to assess the needs/progress of STH

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

6

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

Our STH will receive support in the following areas:

Push in teach support for students since the students are coming from a different borough. The staff members will help the students catch up on the materials that they may have missed due to their long commute.

Consultants will be provided for counseling to support the parents.

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

n/a

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_27Q333_020411-114801.doc

February 4, 2011

The LAP plan was submitted by Dorothy Werner on December 15, 2011.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Goldie Maple Academy					
District:	27	DBN:	27Q333	School		342700010333

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	48	70	54		94.5	95.7	95.7
Kindergarten	64	78	63				
Grade 1	77	76	67	Student Stability - % of Enrollment:			
Grade 2	62	83	84	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	63	55	70		96.0	94.5	96.4
Grade 4	62	71	52				
Grade 5	21	55	62	Poverty Rate - % of Enrollment:			
Grade 6	29	20	43	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	30	19		93.3	90.0	91.3
Grade 8	0	0	27				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	2	7
Grade 12	0	0	0				
Ungraded	3	1	1	Recent Immigrants - Total Number:			
Total	429	539	542	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	27	32	27	Principal Suspensions	21	11	9
# in Collaborative Team Teaching (CTT) Classes	6	6	4	Superintendent Suspensions	3	9	8
Number all others	2	5	11				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	29	29	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	9	3
# receiving ESL services only	0	0	TBD				
# ELLs with IEPs	0	0	TBD	Number of Educational Paraprofessionals	5	4	9

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	96.6	100.0	100.0
				% more than 2 years teaching in this school	3.4	58.6	68.4
				% more than 5 years teaching anywhere	41.4	51.7	57.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	79.0	86.8
American Indian or Alaska Native	0.7	0.7	0.7	% core classes taught by "highly qualified" teachers	95.7	91.7	100.0
Black or African American	79.5	76.6	73.4				
Hispanic or Latino	15.4	16.7	20.1				
Asian or Native Hawaiian/Other Pacific	2.8	3.0	3.3				
White	1.4	2.4	2.4				
Male	45.7	45.1	43.7				
Female	54.3	54.9	56.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	39.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	13.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	14.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District 27	School Number 333	School Name Goldie Maple Academy
Principal Angela Logan		Assistant Principal N/A	
Coach N/A		Coach N/A	
Teacher/Subject Area N/A		Guidance Counselor Shankovitz	
Teacher/Subject Area N/A		Parent N/A	
Teacher/Subject Area N/A		Parent Coordinator John Stuckey	
Related Service Provider Solomon Bennett		Other	
Network Leader		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	556	Total Number of ELLs	5	ELLs as Share of Total Student Population (%)	0.90%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

Goldie Maple Academy will identify ELL students using the following steps: First, when the students register, they will be given the Home Language Survey. This survey will be reviewed by personnel to determine who is eligible to receive LAB-R testing. Next, a licensed pedagogue will administer the LAB-R to any student who has a home language other than English. The cut scores will determine eligibility for testing in Spanish and ESL services.

To ensure that parents understand the three program choices, a parent orientation will be provided to all eligible students where the parent video is shown and the various options are explained by both administration and the parent coordinator. During the parent orientation, parents are given the parent survey and the selection forms. Parents can select the program of their choice.

The Spanish Foreign Language teacher in the building will be utilized whenever possible and as her schedule permits to provide orientation to the students.

Every effort is made to provide parents with information in alignment with program choices in which case the majority selects ESL.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	0
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										0
Dual Language										0
ESL	5									5
Total	5	0	0	0	0	0	0	0	0	5

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

C. Home Language Breakdown and ELL Programs

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

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

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

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

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

Part IV: ELL Programming

A. Programming and Scheduling Information

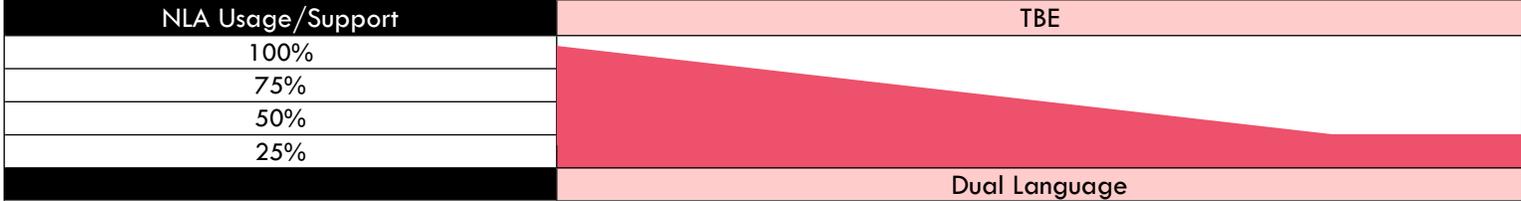
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
 4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.
- At the present time, we are in the process of identifying an ESL teacher. Students presently receive ELA instruction in the classroom with push in services and differentiated instruction. Students are assessed and taught on their educational level. Block scheduling and heterogenous grouping also ensure that students receive appropriate instruction in their classroom environment. We differentiate instruction for our ELL subgroups by looking at the data, defining our current reality, and doing a needs assessment for this subgroup. In the classroom, the teachers differentiate based on the data and benchmark students at their guided reading levels.

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

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

Native Language Arts and Native Language Support

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



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

B. Programming and Scheduling Information--Continued

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

At Goldie Maple Academy we have targeted intervention programs for ELLs in all subject areas. Intervention services include push in services, at risk pull out services, AIS and after school tutoring classes. ELLs reaching proficiency on the NYSESLAT continue to transitional support through at risk pull out services, teacher 1:1 tutoring, and after school tutoring classes. ELLs are afforded equal access to all student programs by offering various programs that benefit different subgroups of students. After school programs such as ELA, math, history, and science tutoring, as well as test preparation strategies are offered to students based on the needs assessment from the analyzed data. Teachers also offer 1:1 and small group tutoring during their circular 6 period and during the AIS slot during the school day. Teachers and school personnel have access to technology, such as smartboards and computers that can enhance learning for ELL students. Students also use manipulatives, teacher made instructional materials, listening devices, and consumable materials that will aid in student learning and achievement. The services support and the the resources correspond to the ELLs ages and grade levels. Goldie Maple Academy offers the Spanish foreign language elective to ELLs.

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)?

D. Professional Development and Support for School Staff

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

Professional development is offered to ELL personnel at the school. For example, teachers are offered technology professional development (internet, smartboard, microsoft office, and software training), data analysis training, differentiation training in all subject areas, benchmark training, classroom visitations, and there is also a mentoring program for teachers who need to further develop strategies to teach ELL students. There is a seamless transition from elementary to middle school. Students in middle school are offered the Spanish foreign language elective at both the 8th grade level and the regents level.

E. Parental Involvement

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

Goldie Maple Academy has parent involvement that includes parents of ELLs. The PTA is actively involved in the school and funds activities for the school throughout the school year. The parent coordinator is an active part of the school culture and reaches out to parents, including those of ELLs to ensure they have opportunities to become involved in the school activities. These groups also ensure that translation is offered for all activities. The school partners with agencies and community based organizations to provide workshops and activities for ELL parents. The results of the parent survey are assessed and used to ensure that all parents are receiving what they and their children need from the school and the education provided at the school. Parental involvement activities such as workshops on curriculum and homework clubs for their children have addressed needs of the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

Goldie Maple Academy uses Dibbles and e-Clas to assess early literacy of ELL students. We use the core knowledge reading curriculum to benchmark and assess these students as well. Data patterns across proficiency levels and grades indicate that the subgroup of ELL students are weaker in reading and writing than the general population. We are strengthening our reading and writing assessment and instruction as a result, in order for the students to reach higher achievement levels. We will evaluate the success of our programs by looking at the progress of the ELL subgroup as a whole and the individual students within the subgroup. Success will be evaluated based on the progress in achievement that the students are making.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 27Q333

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	352,850	6,794	359,644
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,528	68	3,596
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,643	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,285	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
_100%_____

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			296,393	X	13-18 21-22
Title I, Part A (ARRA)	Federal	X			6,726	X	13-18 21-22
Title II, Part A	Federal	X			21,106	X	13-18 21-22

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

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

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

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	X			2,282,056		