



THE VANDERBILT SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 31R014

ADDRESS: 100 TOMPKINS AVENUE, STATEN ISLAND NY, 10304

TELEPHONE: (718) 727 - 0985

FAX: (718) 727 - 6351

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 31R014 **SCHOOL NAME:** The Vanderbilt School

SCHOOL ADDRESS: 100 Tompkins Avenue, Staten Island, NY, 10304

SCHOOL TELEPHONE: 718-727-0985 **FAX:** 718-727-6351

SCHOOL CONTACT PERSON: Nancy Hargett-Principal **EMAIL ADDRESS:** nargett@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Barbara DellaSalla

PRINCIPAL: Nancy Hargett

UFT CHAPTER LEADER: Donna Coppola

PARENTS' ASSOCIATION PRESIDENT: Iris Perez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** CFN 604

NETWORK LEADER: Greg Jaenicke

SUPERINTENDENT: Erminia Claudio

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
Nancy Hargett	*Principal or Designee	
Donna Coppola	*UFT Chapter Chairperson or Designee	
Iris Perez	*PA/PTA President or Designated Co-President	
Melissa Clark	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

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.

School Vision: P.S. 14 is a diverse school community that shares a set of common values, beliefs, and moral practices that contribute to creating a climate for powerful learning for all students. Staff and parents work diligently in this journey towards supporting children in their academic endeavors. All members of our school community strive to be creative, reflective, collaborative and actively engaged in providing educational sound learning experiences for our students. We will focus on the whole child and maintain high standards as we meet the social, emotional, physical, and psychological needs of the individual learners. Our students will learn to become critical thinkers as we incorporate small group instruction to support at risk students, English Language Learners and our Special Needs population.

School Mission: At P.S. 14, we are determined to create a school that deepens the learning of all students. We are building on a unity of purpose within the entire school community and creating practices and activities that are dedicated towards accelerated progress. We depend on the talent of our staff and parents to gather academic information, make educationally sound decisions, and build incentives for success at all levels. We are on a journey to empower our students to become lifelong learners and productive citizens of tomorrow. Our staff maintains high standards of achievement for all students and incorporates the most effective instructional practices in the educational field today.

P. S. 14 is a Title I School located in the Stapleton section of Staten Island. This Pre-K through grade 5 school serves a population of 704 students from culturally diverse backgrounds. The school is centrally located within the Stapleton Houses, a federally subsidized housing development consisting of 8 high rise buildings.

The student population of 676 students is grouped within heterogeneous classes with one homogeneous class serving as a "top class" on each of the first through fifth grade levels. The students are supported by the following pedagogical staff breakdown: (1) Principal, (2) Assistant Principals, (51) 98.0% fully licensed teachers permanently assigned to the school, (1) full time literacy coach, (1) guidance counselor, (14) paraprofessionals-includes (8) IEP paraprofessional and (1) pre-k paraprofessional, (5) school-aides, (2) speech teachers, (1) occupational therapist, (1) physical therapist, (1) school psychologist, (1) social worker, (1) parent coordinator, and (2) school safety agents.

The classes of P.S. 14 are as follows: Pre-K class, (6) Kindergarten including 1 CTT and (1) 12-1-1 class, (5) first grades, (6) second grades including (1) 12-1-1, (6) third grades including (1) 12-1-1, (3) fourth grades including and (1) 12-1-1 and (4) fifth grades and (1) CTT.

One IEP teacher trained in utilizing the Wilson Reading Program provides pull-out service to students in grades 2 and 3 for one period three times a week. One AIS support teacher trained in utilizing the Words Their Way Phonics Program and Academic Workout, providing pull-out service to students in grade 3, (3) periods per week. One AIS support teacher provides a pull-out program for students in grades 4 and 5.

In each grade there are classes in which ELL students are grouped with English proficient students. Our ELL teacher services students who are primarily Spanish speaking. There are currently 56 ELL students receiving services. The special needs students are serviced by the S.E.T.S.S. teachers (Special Education Support Service Teachers) and (2) full time speech teacher. (1) Guidance counselor services mandated and general education students in grades kindergarten through 5. Children are seen individually and in small groups.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Public School 14				
District:	31	DBN #:	31R014	School BEDS Code #:	353100010014

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:				Attendance:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30 – % of days students attended)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		88.3	88.9	TBD		
Kindergarten	110	108	110						
Grade 1	106	126	116						
Grade 2	101	104	132	Student Stability: (% of Enrollment as of June 30)	2007-08	2008-09	2009-10		
Grade 3	104	106	101		82.1	82.3	TBD		
Grade 4	68	94	106						
Grade 5	63	78	96	Poverty Rate:					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		84.0	87.3	86.7		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing:					
Grade 10	0	0	0	(Total Number as of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	19	TBD		
Grade 12	0	0	0						
Ungraded Elementary	6	0	1	Recent Immigrants:					
Ungraded Secondary	0	0	0	(Total Number as of October 31)	2007-08	2008-09	2009-10		
Total	576	634	680		1	5	10		
Special Education Enrollment:				Suspensions:					
(October 31)	2007-08	2008-09	2009-10	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	35	43	40						
No. in Collaborative Team Teaching (CTT) Classes	20	24	28	Principal Suspensions	230	44	TBD		
Number all others	53	60	61	Superintendent Suspensions	25	15	TBD		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2007-08	2008-09	2009-10
(October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	41	42	45	Number of Staff:			
# ELLs with IEPs	2	0	11	(As of October 31; includes all full and part-time staff)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	50	51	TBD
				Number of Administrators and Other Professionals	16	13	TBD
Overage Students: (# entering students overage for grade as of October 31)				# of Educational Paras	5	4	TBD
	2007-08	2008-09	2009-10				
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: (% of Enrollment as of Oct. 31)				(As of October 31)	2007-08	2008-09	2009-10
	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98	98	TBD
American Indian or Alaska Native	.2	.5	.4	Percent more than 2 years teaching in this school	66	72.5	TBD
Black or African American	45.5	45.1	41.8	Percent more than 5 years teaching anywhere	64	74.5	TBD
Hispanic or Latino	46.7	45.6	46.5				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	1.9	2.4	Percent Masters Degree or higher	96	96	TBD
White	6.1	6.9	7.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.5	91.6	TBD
Male	51.7	51.9	50.9				
Female	48.3	48.1	49.1				

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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	X	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	X	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	✓	✓					
Hispanic or Latino	X	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Other Groups							
Students with Disabilities	X	✓					
Limited English Proficient	-	-					
Economically Disadvantaged	X	✓					
Student groups making AYP in each subject	1	5	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Underdeveloped with proficient features
Overall Score	71.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	6.2	Quality Statement 2: Plan and Set Goals	Underdeveloped
School Performance (Comprises 25% of the Overall Score)	13.0	Quality Statement 3: Align Instructional Strategy to Goals	Underdeveloped with proficient features
Student Progress (Comprises 60% of the Overall Score)	50.8	Quality Statement 4: Align Capacity Building to Goals	Underdeveloped with proficient features
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	Underdeveloped with proficient features
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

P.S. 14 conducted a comprehensive Needs Assessment using a school-wide staff survey and a parent survey. The results of these surveys were analyzed by the School Leadership Team. The findings and implications of the surveys are included in the section below. The following areas were reviewed: ELA, math, science, social studies, technology, library, ELL program, Special Education, Parent Involvement, Student Support Services, AIS, and music.

ELA FINDINGS: Many teachers expressed positive feedback about using the Balanced Literacy approach. Teachers found small group instruction, one-on-one conferencing, and leveled classroom libraries to be effective teaching tools. Test data reveals that the students are making progress. The ELA results for Grades 3, 4 and 5 showed a marked improvement. This validates our use of the DRA kit, running records, America's Choice and monitoring for success to drive instruction. Small group instruction and after school "Soar to Success" test prep program reinforced skills and strategies taught by the classroom teacher. Additionally students were supported by AIS teachers using the Options, Words Their Way and Navigator Programs. During bi-weekly PPT meetings allow us to review student progress and provide additional assistance for students in need. Technology was used in conjunction with the writing process in order to produce research projects. Professional development was provided in data analysis, guided reading, leveling libraries and the writing process, rubrics, looking at student work using protocols.

Elementary/Middle-Level English Language Arts

How students in each accountability group performed on elementary/middle-level English Language Arts accountability measures.

Student Group	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Effective Index	Safe Harbor Target AMO 2008 – 09	Target 2009 - 10	
Total: Continuous Enrollment	X	√	100%	X	134	137	137	141
All Students (222 – 204)	X	√	100%	X	134	137	137	141
Ethnicity								
American Indian or Alaska Native (1:1)	-	-	-	-	-	-	-	-
Black or African American (119 – 109)	√	√	100%	√	140	135	-	-
Hispanic or Latino (87 – 79)	X	√	100%	X	129	134	134	136
Asian or Native Hawaiian/Other Pacific Islander (3:3)	-	-	-	-	-	-	-	-
White (12:12)	-	-	-	-	-	-	-	-
Multiracial (0:0)	-	-	-	-	-	-	-	-
Other Groups								
Students With Disabilities (33:31)	X	√	100%	X	96	132	121	106
Limited English Proficient (27:22)	-	-	-	-	-	-	-	-
Economically Disadvantaged (206:191)	X	√	100%	X	135	136	136	142
Final AYP Determination	X	1 of 5						

- √ Made AYP
- √SH Made AYP using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Grade 3 English Language Arts

Results by Student Group

	<u>2009 – 10 School Year</u>				<u>2008 – 09 School Year</u>			
	Total Tested	Percentage scoring at level (s):			Total Tested	Percentage scoring at level (s):		
		2 - 4	3 - 4	4		2 - 4	3 - 4	4
All Students	98	79%	41%	4%	106	77%	35%	0%
Female	49	68%	35%	2%	48	88%	42%	0%
Male	49	55%	16%	2%	58	67%	21%	0%
American Indian or Alaska Native	-	-	-	-	1	0%	0%	0%
Black or African American	50	58%	28%	2%	45	82%	33%	0%
Hispanic or Latino	41	64%	22%	0%	49	76%	25%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	50%	0%	0%	2	0%	100%	0%
White	5	80%	40%	20%	9	56%	33%	0%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	-	-	-	-	-	-	-	-
General Education Students	93	63%	26%	2%	88	85%	52%	0%
Students With Disabilities	5	20%	20%	0%	18	33%	6%	0%
English Proficient	91	63%	28%	2%	92	89%	17%	0%
Limited English Proficient	7	43%	0%	0%	14	64%	30%	0%
Economically Disadvantaged	TBD	TBD	TBD	TBD	93	76%	31%	0%
Not Disadvantaged	TBD	TBD	TBD	TBD	16	94%	88%	6%
Migrant								
Not Migrant	TBD	TBD	TBD	TBD	112	96%	79%	2%

- indicates that data for that group of students have been suppressed.

Grade 4 English Language Arts

Results by Student Group

	<u>2009 – 10 School Year</u>				<u>2008 – 09 School Year</u>			
	Total Tested	Percentage scoring at level (s):			Total Tested	Percentage scoring at level (s):		
		2 - 4	3 - 4	4		2 - 4	3 - 4	4
All Students	103	62	17	0	88	89%	44%	0%
Female	54	65	20	0	38	92%	50%	0%
Male	49	59	12	0	50	96%	40%	0%
American Indian or Alaska Native	1	-	100	-	-	-	-	-
Black or African American	44	57	9	-	50	90%	44%	0%
Hispanic or Latino	47	64	15	0%	35	89%	49%	0%
Asian or Native Hawaiian /Other Pacific Islander	2	0%	100%	-	-	-	-	-
White	8	63%	38%	-	3	67%	-	-
Multiracial	1	-	100%	-	-	-	-	-
Small Group Totals	-	-	-	-	-	-	-	-
General Education Students	88	65	18	0%	73	95%	52%	0%
Students With Disabilities	15	45	7	0%	15	60%	7%	0%
English Proficient	90	63	17	0%	85	89%	50%	0%
Limited English Proficient	13	54	15	0%	3	67%	0%	0%
Economically Disadvantaged	TBD	TBD	TBD	TBD	80	91%	45%	0%
Not Disadvantaged	TBD	TBD	TBD	TBD	8	63%	38%	0%
Migrant								
Not Migrant	TBD	TBD	TBD	TBD	88	89%	44%	0%

- indicates that data for that group of students have been suppressed.

Grade 5 English Language Arts

Results by Student Group

	<u>2009 – 10 School Year</u>				<u>2008– 09 School Year</u>			
	Total Tested	Percentage scoring at level (s):			Total Tested	Percentage scoring at level (s):		
		2 - 4	3 - 4	4		2 – 4	3 – 4	4
All Students	90	67	17	1%	74	99%	66%	8%
Female	45	67	22	0%	37	100%	65%	11%
Male	45	67	11	2%	37	97%	68%	5%
American Indian or Alaska Native	---	---	---					
Black or African American	49	55	14	0%	41	98%	71%	10%
Hispanic or Latino	37	84	19	3%	29	100%	59%	7%
Asian or Native Hawaiian/Other Pacific Islander	1	---	---	-	1	100	-	-
White	3	67	33	-	3	-	100	-
Multiracial	---	---	---					
Small Group Totals	0	0	0	0%	0	0%	0%	0%
General Education Students	79	71	19	1%	72	100%	68%	8%
Students With Disabilities	11	36.4	0	0%	2	50%	50%	0%
English Proficient	86	66	18	1%	68	99%	71%	9%
Limited English Proficient	4	75	0	0%	6	100%	17%	0%
Economically Disadvantaged	TBD	TBD	TBD	TBD	60	100%	67%	10%
Not Disadvantaged	TBD	TBD	TBD	TBD	14	93%	64%	0%
Migrant								
Not Migrant	TBD	TBD	TBD	TBD	67	99%	63%	0%

- indicates that data for that group of students have been suppressed.

ELA IMPLICATIONS: A literacy closet and Teacher’s Resource Center has been established as resources for guided reading materials. A writing pacing calendar will also be implemented through out the school year. As a result of our ELA data analysis, we will continue to emphasize the writing process in our ongoing professional development. This will enhance the performance of our children on all standardized tests. In order to provide an additional resource for our students, we have an open access, library.

MATH FINDINGS: The results indicate that, although we have had staff development for the 2009-10 school year, teachers still find the Everyday Math lessons too lengthy for the current math blocks of 50 minutes in grades K-2 and 75 minutes in grades 3-5. Two areas identified as needing support are: time for extensive preparation and the use of curriculum guides, which were described as not “teacher-friendly”. We are supplementing Everyday Math with the Standardized curriculum initiative program, Mathsteps. Staff was in agreement that to get the full benefit of the program, a strong mathematical background is needed. Findings also indicated that teachers whose classes were visited by the math coach were pleased with the model lesson provided.

Elementary/Middle-Level Mathematics

How students in each accountability group perform on elementary/middle-level English Language Arts accountability measures.

Student Group	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008 – 09	Target 2009 - 10
Total: Continuous Enrollment	√	√	100%	√	171	112		
All Students (248: 211)	√	√	100%	√	171	112		
Ethnicity								
American Indian or Alaska Native (1:1)	-	-	-	-	-	-	-	-
Black or African American (128 : 105)	√	√	99%	-	166	110	-	-
Hispanic or Latino (105: 93)	√	√	100%	-	175	109	-	-
Asian or Native Hawaiian/Other Pacific Islander (2:2)	-	-	-	-	-	-	-	-
White (12:10)	-	-	-	-	-	-	-	-
Multiracial (0:0)	-	-	-	-	-	-	-	-
Other Groups								
Students With Disabilities (54:46)	√	√	100%	-	148	88	-	-
Limited English Proficient (16:14)	-	-	-	-	-	-	-	-
Economically Disadvantaged (238:204)	√	√	100%	-	172	111	-	-
Final AYP Determination	√	5 of 5						
√	Made AYP							
√/SH	Made AYP using Safe Harbor Target							
X	Did Not Make AYP							
-	Insufficient Number of Students to Determine AYP Status							

Grade 3 Mathematics

Results by Student Group

	<u>2009 – 10 School Year</u>				<u>2008 – 09 School Year</u>			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2 - 4	3 - 4	4		2 - 4	3 - 4	4
All Students	98	78	32	3	113	96%	79%	2%
Female	49	86	33	4	53	96%	79%	0%
Male	49	69	31	2	60	95%	78%	3%
American Indian or Alaska Native	-	-	-	-	1	0%	0%	0%
Black or African American	50	76	30	2	49	96%	80%	2%
Hispanic or Latino	41	78	32	2	50	98	76	0%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	50	2	0%	100	50
White	5	100	40	0	11	91	91	0
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	-	-	-	-	-	-	-	-
General Education Students	93	80	33	3	96	97%	84%	2%
Students With Disabilities	5	40	0	0	17	88%	47%	0%
English Proficient	99	96	78	1	91	80%	34%	3%
Limited English Proficient	7	42.9	0	0	14	93%	86%	7%
Economically Disadvantaged	TBD	TBD	TBD	TBD	96	96%	77%	1%
Not Disadvantaged	TBD	TBD	TBD	TBD	7	86%	57%	6%
Migrant								
Not Migrant	TBD	TBD	TBD	TBD	112	96%	79%	2%

- indicates that data for that group of students have been suppressed.

Grade 4 Mathematics

Results by Student Group

	<u>2009 – 10 School Year</u>				<u>2008 – 09 School Year</u>			
	Total Tested	Percentage scoring at level (s):			Total Tested	Percentage scoring at level (s):		
		2 - 4	3 - 4	4		2 - 4	3 - 4	4
All Students	107	82	27	4	93	88%	74%	17%
Female	54	85	37	7	41	88%	71%	7%
Male	53	79	79	0	52	88%	77%	0%
American Indian or Alaska Native	1	-	-	-	1	-	100%	-
Black or African American	44	86	20	5	51	84%	69%	20%
Hispanic or Latino	49	78	24	2	36	94%	88%	17%
Asian or Native Hawaiian/Other Pacific Islander	1	100%	-	-	2	-	100%	-
White	10	90	50	10	4	100	50	-
Multiracial	1	-	100	-	-	-	-	-
Small Group Totals	-	-	-	-	-	-	-	-
General Education Students	92	85	30	4	80	91	80%	20%
Students With Disabilities	15	67	7	-	13	69%	39%	0%
English Proficient	92	84	27	4	87	88%	76%	17%
Limited English Proficient	15	73	27	-	6	83%	27%	0%
Economically Disadvantaged	TBD	TBD	TBD	TBD	85	88%	74%	19%
Not Disadvantaged	TBD	TBD	TBD	TBD	8	88%	75%	0%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	TBD	TBD	TBD	TBD	93	88%	74%	17%

- indicates that data for that group of students have been suppressed.

Grade 5 Mathematics

Results by Student Group

	<u>2009 – 10 School Year</u>				<u>2008 – 09 School Year</u>			
	Total Tested	Percentage scoring at level (s):			Total Tested	Percentage scoring at level (s):		
		2 - 4	3 - 4	4		2 - 4	3 - 4	4
All Students	98	76	20	1	80	97%	70%	9%
Female	48	81	17	0	41	100%	73%	7%
Male	50	72	24	2	39	95%	67%	10%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	52	72	13	2	43	98%	72%	7%
Hispanic or Latino	40	83	30	0	33	97%	30%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	0	1	100	100	0
White	4	100	25	0	3	100	100	0
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals	-	-	-	-	-	-	-	-
General Education Students	84	80	24	1	78	100%	71%	9%
Students With Disabilities	14	43	0	0	2	0%	0%	0%
English Proficient	93	76	21	1	74	98%	73%	10%
Limited English Proficient	5	80	20	0	6	100%	50%	0%
Economically Disadvantaged	TBD	TBD	TBD	TBD	65	98%	71%	9%
Not Disadvantaged	TBD	TBD	TBD	TBD	15	93%	67%	7%
Migrant								
Not Migrant	TBD	TBD	TBD	TBD	80	98%	70%	9%

- indicates that data for that group of students have been suppressed.

MATH IMPLICATIONS: Professional Development will continue from the math coach. Areas to be focused on will be how to determine which of the activities in Everyday Math are most appropriate, given the time constrictions of our current blocks, and how to use assessments to better identify the needs of the group.

SCIENCE FINDINGS: Teachers in grades K-2 expressed concern for consistency in the science program throughout the grades, due to the fact that no one program is available for all the grades. Due to the lack of hands-on materials in the classrooms, teachers cannot follow up on the lessons provided by the science cluster. Teachers are concerned that our students will not have adequate content knowledge to succeed on State exams in grades 4. Although FOSS Kits will be utilized for the 2010 – 2011 school year, Teachers are still concerned about the lack of time to prepare the kits by units.

Elementary/Middle-Level Science

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group	AYP		Participation		Test Performance		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 08-09 09-10
Total: Continuous Enrollment								
All Students (97:80)	√	Qualified	√	100%	√	139	100	
Ethnicity		-	-	-	-	-	-	-
American Indian or Alaska Native (1:0)			-	-	-	-	-	
Black or African American (56:46)		Qualified	√	100%	√	133	100	
Hispanic or Latino (35:31)		Qualified	-	-	√	152	100	
Asian or Native Hawaiian / Other Pacific Islander (1:1)		-	-	-	-	-	-	-
White (4:2)		-	-	-	-	-	-	-
Multiracial (0:0)								
Other Groups								
Students With Disabilities (30:25)		-	-	-	-	-	-	-
Limited English Proficient (6:5)		-	-	-	-	-	-	-
Economically Disadvantaged (88:73)		Qualified	√	100%	√	142	100	

Final AYP Determination √ 1 of 1

- √ Made AYP
- √^{SH} Made AYP using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Grade 4 Science

Results by Student Group

	<u>2009 – 10 School Year</u>				<u>2008 – 09 School Year</u>			
	Total Tested	Percentage scoring at level (s):			Total Tested	Percentage scoring at level (s):		
		2 - 4	3 - 4	4		2 - 4	3 - 4	4
All Students	105	85	36	9	97	89%	48%	7%
Female	53	87	40	13	42	86%	43%	0%
Male	52	83	33	4	55	91%	53%	7%
American Indian or Alaska Native	1	100	0	0	1	100%	0%	0%
Black or African American	56	88	41	10	42	89%	60%	4%
Hispanic or Latino	50	82	32	6	35	89%	43%	3%
Asian or Native Hawaiian/Other Pacific Islander	2	100	100	50	1	100	0%	0%
White	9	78	33	11	4	100	25%	25%
Multiracial	1	100	0	0	-	-	-	-
Small Group Totals	-	-	-	-	-	-	-	-
General Education Students	90	86	38	10	83	90%	53%	4%
Students With Disabilities	15	80	27	0	14	78%	21%	7%
English Proficient	90	87	39	10	91	91%	50%	3%
Limited English Proficient	15	73	20	0	6	50%	33%	17%
Economically Disadvantaged	TBD	TBD	TBD	TBD	88	90%	51%	5%
Not Disadvantaged	TBD	TBD	TBD	TBD	9	78%	22%	0%
Migrant								
Not Migrant	TBD	TBD	TBD	TBD	97	89%	48%	4%

- indicates that data for that group of students have been suppressed.

SCIENCE IMPLICATIONS: A draft is being developed for a citywide science curriculum. In addition, science cluster teachers will use the workshop model to support science instruction. Additional non-fiction reading materials will also be purchased to support science instruction in the classroom.

SOCIAL STUDIES FINDINGS: Teachers agree that the Social Studies materials are inadequate. There are not enough leveled books on all grade levels to support the Social Studies curriculum.

SOCIAL STUDIES IMPLICATIONS: Additional materials are needed to assist teachers in preparing students in their classroom for the state exams. Also, extensive Professional Development is needed to assist the classroom teacher in instituting a Balanced Literacy approach in their Social Studies curriculum. For the 2010-11 school year the school will be providing additional materials, as part of the new Social Studies Initiative. This program will include books and guides specific to each grade.

TECHNOLOGY-COMPUTERS FINDINGS: Teachers are excited about the classroom technology program because they all received new computers this year. They have access to a wild

assortment of software titles and in conjunction with the Technology Cluster they have hope that the students will become fluent in computer techniques.

TECHNOLOGY-COMPUTERS IMPLICATIONS: With upgraded computer equipment to carry out instructional programs and have a quicker, more efficient service onto the internet. Classroom teachers will be able to coordinate technology and all other curriculum areas, with the aim of making the students more fluent in using the computer to do research in the content areas, especially Social Studies. The goal is for students to become familiar with the infinite possibilities of using the computer to keep up with current affairs, global studies, and gathering information relevant to the Social Studies core curriculum.

LIBRARY FINDINGS: The teachers were pleased with the current workings of the library and the many programs the library cluster teacher executes.

LIBRARY IMPLICATIONS: With the newly automated library system, teachers are able to quickly and effortlessly find the books and reference materials need to enhance their students learning experience. Students are also able to quickly find the book, DVD, CD, or reference material they need.

ELL FINDINGS: Teachers responded positively to the ELL program. The staff also agreed that the ELL students benefit from other areas, such as music, and library. The request that all handouts should be in Spanish is now in effect.

ELL IMPLICATIONS: Based on the number of beginning and intermediate ELL students who require 360 minutes of instructional time, and advanced students who receive 180 minutes of instructional time, we may require the services of an additional teacher to support ELL students in the 2010-11 school year. The 2010 – 2011 registers are much higher than the previous years including higher numbers of ELLS.

PARENTAL INVOLVEMENT FINDINGS: Our survey shows that the teachers see a need for increased parental involvement. They also acknowledge efforts made by the school, such as Student of the Month, as responsible for an increase in the number of parents attending monthly PTA meetings. They have made the following suggestions: luncheons, dances, class mothers, international food days, corporate donated food samples, and a more effective parent coordinator with second language skills.

PARENTAL INVOLVEMENT IMPLICATIONS: Every effort should be continued to bring more parents into the school, with the help of the parent coordinator and the formation of a strong PTA board. First Fridays, in which parents are invited into the classrooms to read to small groups of children, and parent workshops, will be continued next year.

AIS FINDINGS: In response to this portion of the survey, teachers stated that any type of reinforcement is helpful. The teachers feel that additional articulation time is needed between the AIS teacher and the classroom to coordinate instruction. AIS currently serve students in grades K through 5.

AIS IMPLICATIONS: AIS teachers will continue to be utilized to provide services to children scoring below level 3 in grades 2, 3, 4 and 5. Services will be contingent upon the results of the Spring citywide and statewide tests.

MUSIC FINDINGS: Teachers responded positively to the music program, especially the early grades are exposed to musical instruments and sing-alongs that incorporate literacy activities.

MUSIC IMPLICATIONS: Teachers would like to see a continuation of the chorus and band programs. We will be implementing a dance program in grades 3 – 5 this year to work with the boys and girls on strength, balance and technique.

PUPIL PERSONNEL SERVICES FINDINGS: Poor behavior was a major concern of all those completing the needs assessment. A stricter systemic policy for dealing with disruptive students is needed. Guidance counselors are overworked.

PUPIL PERSONNEL SERVICES IMPLICATIONS: Partnership with children has come in to offer consulting, peer mediation and role play to help alleviate some of the behavioral problems amongst the students. We have also implemented Operation Respect, which is a program for both the students and teachers which utilizes workshops, group sessions and positive reinforcement to help students and teaching staff find a more peaceful way of resolving conflict. We now have 2 Uniformed Security Guards.

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.

- A. **English Language Arts Goal:** To maintain the Writing Process into our Balanced Literacy program in conjunction with the NYC Performance Standards and the NYS English Language Arts Standards in order to improve the reading, writing, listening and speaking skills for all students.

A1- All students in K – 2 will improve in the five components of reading (phonemic awareness, Phonics, fluency, vocabulary and comprehension) with a minimum of 3% of the children moving from one level to another as measured by the ECLAS – 2 assessments.

A2- All students in all grades 3 – 5 will improve in acquiring skills and strategies that support increased comprehension and writing stamina using the components of balanced literacy. There will be a 3% increase in the number of students moving from levels 1 and 2 on the Spring 2011 NYS ELA in grade 4 and the NYC ELA in grades 3 and 5.

A3- All ELL students will receive additional support from an ELL teacher in a pull-out Program. They will work on acquiring the five components of reading with an emphasis on phonemic awareness thus enabling students to obtain proficiency in English as measured by the NYSESLAT, ECLAS- 2 and NYS and NYC ELA Assessments.

- B. **Mathematics Goal:** All students including Special Education and ELL children, will demonstrate an understanding of grade appropriate mathematical concepts according to the NYS standards in Mathematics.

B1- Students will exhibit an increased understanding of geometry, patterns, functions, algebra, numeration, measurement, computation, probability and problem solving. By June 2011, 3% of students will move successfully from Level 2 to Level 3 as measured by NYC CTB Mathematics for grades 3 and 5; NYS Mathematics Assessment in grade 4; and individual class assessments in grades K – 2.

B2- By June 2011, ELL students will exhibit an increased understanding of the Mathematical Concepts listed above. This will be measured by a 3% increase on NYC and NYS Standardized tests.

B3- By June 2011, special education students will exhibit an increased understanding of the Mathematical concepts listed above. This will be measured by a 3% increase on NYC and NYS Standardized tests.

- C. **Lower Science Goal:** All K- 2 students, including Special Education and ELL children, will be able to use scientific method of inquiry to strengthen their thinking skills and acquire an increased knowledge of science concepts and terms.

C1- Students in grades K-2 will demonstrate a basic understanding of the scientific method and basic knowledge of life and physical and earth science concepts aligned with city and state standards. This will be measured by a 3% increase in formal and informal assessments, including journal writing, teacher made tests and teacher observations.

- D. **Upper Science Goal:** All students, including Special Education and ELL children, will be able to use the scientific method of inquiry to strengthen their thinking skills and acquire an increased knowledge of science concepts and terms.

D1-Students will demonstrate a greater knowledge of the scientific method in order to predict reasonable outcomes in controlled experiments, as measured by a 3% increase in NY State Science Test scores for 4th grade from the previous year. Students' performance will be measured by formal and informal assessment, as well as teacher observation. These will include teacher made tests and journal writing.

- E. **Social Studies Goal:** To develop an awareness and understanding of one's role and responsibilities as a citizen in a diverse, democratic society. This will include Special Education and ELL students.

E1-All students will exhibit an increased awareness of the world around them and their role in society through the use of non-fiction social studies materials. This will be measured by a 3% increase in formal and informal assessments including journal writing, teacher made tests and teacher observations.

- F. **Parent Involvement Goal:** To continue to encourage effective parent involvement regarding school issues and practices; to provide appropriate education and communication with parents. This will be beneficial to all students including Special Education and ELL children.

F1- To increase the number of parents who attend, participate in or volunteer in school and PTA activities resulting in higher attendance at all school functions. Information and resources provided to parents for effective communication and monitoring of student's performance. The Parent Coordinator will interact with the parents on a daily basis. Parent involvement will show a measurable increase of 15% at PTA meetings.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): A. English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL: To incorporate the Writing Process into the Balanced Literacy program in conjunction with the NYC Performance Standards and the NYS English Language Arts Standards in order to improve the reading, writing, listening and speaking skills for all students.</p> <p>A1- All students in K – 2 will improve in the five components of reading (phonemic awareness, Phonics, fluency, vocabulary and comprehension) with a minimum of 3% of the children moving from one level to another as measured by the ECLAS – 2 assessments in the Spring.</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>We will use the Comprehensive Approach to Balanced Literacy and the workshop model to teach reading skills and strategies which will help increase stamina and comprehension. The writing process will be used to support writing instruction and enhanced by the Mondo Program. Classroom libraries of leveled books of different genres and text types will be used to support independent and guided reading. Students will receive literacy instruction in a daily 100-minute block. Word Walls will be used to support word study activities. Wilson’s Foundations and Words Their Way Programs will provide support for struggling students.</p> <p>Our target population is the students in Kindergarten to Grade 2.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Resources: Literacy coach, Classroom teachers, AIS teacher, and library teacher Cost: \$163,204 Funding Source: Tax Levy, Title I, Project Arts Starting Date: September 2010 Frequency: Daily Duration: 100 Minute Block</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>Students will be assessed throughout the school year using ECLAS 2, running records, DRA Kit and conferencing to indicate measurable growth. 3 % of the students will show measurable growth. Grade 2 will also administer E-PAL in the Spring of 2011. This tool will assess growth in reading and writing skills using a standard rubric. Each teacher will maintain an Assessment binder in order to Monitor their students for Success. A portfolio containing the student’s best work will be used to assist in Promotional policy decisions.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): A. English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal: To incorporate the Writing Process into the Balanced Literacy program in conjunction with the NYC Performance Standards and the NYS English Language Arts Standards in order to improve the reading, writing, listening and speaking skills for all students.</p> <p>A2- All students in all grades 3 – 5 will improve in acquiring skills and strategies that support increased comprehension and writing stamina using the components of balanced literacy. There will be a 3% increase in the number of students moving from levels 1 and 2 on the Spring 2009 NYS ELA in grade 4 and the NYC ELA in grades 3 and 5.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We will use the Comprehensive Approach to Balanced Literacy and the workshop model to teach reading and writing skills as well as implementing America’s Choice strategies to help our children improve. Classroom libraries of leveled books and additional books in different genres and text types will be used to support Independent and guided reading. Students will receive literacy instruction in a daily 100-minute block. Literature circles, small instructional group and opportunities for students to practice their strategies – skills independently, author and genre studies will enrich the literacy program. Conferencing during independent reading will give the teacher time to analyze needs or growth of individual children. Each student will develop a portfolio of work to be used as an assessment tool and evidence of student work. Rubrics will be utilized so students can self assess and create standardized work. All work will be aligned with State and City Standards. Wilson’s, Soar To Success and Words Their Way Programs will provide support for struggling students.</p> <p>Our target population is the students in Grade s 3 - 5.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Starting Date: September 2010 Frequency: Daily Duration: 100 Minute Blocks Resources: Literacy coach, Classroom teachers, AIS teacher, and library teacher Cost: \$163,204 Funding Source: Tax Levy, Title I</p>

Indicators of Interim Progress and/or Accomplishment

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

Students will be assessed continuously throughout the school year using running records, the DRA kit and conferencing. Flexible groups will be formed to teach specific skills and strategies in both reading and writing. A portfolio of student work will serve as evidence of growth included in the portfolio will be rubrics used as a guide for encouraging self-assessment and guidance in producing standard work. An increase in the number of students achieving Level 3 and 4 on the Spring 2010 NYS and NYC ELA 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 (where relevant): A. English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal: To incorporate the Writing Process into the Balanced Literacy program in conjunction with the NYC Performance Standards and the NYS English Language Arts Standards in order to improve the reading, writing, listening and speaking skills for all students.</p> <p>A3- There will be a 3% increase in the number of ELL’s who obtain proficiency in English as measured by the NYSESLAT, ECLAS 2 and NYS and NYC ELA 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>We will use the Comprehensive Approach to Balanced Literacy and the workshop model to teach reading and writing skills and strategies as well as implementing America’s Choice strategies to help our children improve. Classroom libraries of leveled books and additional books of different genres and text types will be used to support Independent and guided reading. Students will receive literacy instruction in a daily 100-minute block. In addition, Word Walls will be used for word study activities. The ELL teacher in conjunction with the classroom teacher will work toward moving ELL students from level to level: beginning to intermediate, intermediate to advanced and advanced to proficient. Wilson’s Foundations, Soar To Success and Words Their Way Programs will provide support for struggling students.</p> <p>Our target population is the students in Kindergarten to Grade 5.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Starting Date: September 2010 Frequency: Daily Duration: 100 Minute Block Resources: Literacy coach, Classroom teachers, AIS teacher, ELL teacher and library teacher Cost: \$163,204 Funding Source: Tax Levy, Title I,</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>By observation, administrators will monitor school-wide knowledge and practice of the Balanced Literacy program. Administrators will attend and monitor Professional Development activities at regularly scheduled meetings, Study Groups and Workshops.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): B. Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All students including Special Education and ELL children will demonstrate an understanding of grade appropriate mathematical concepts according to the NYS standards in Mathematics.</p> <p>B1- Students will exhibit an increased understanding of the key ideas in mathematics. By June 2011, 9% of students will successfully move from Level 2 to Level 3 as measured by NYC CTB Mathematics for grades 3 and 5; NYS Mathematics Assessment in grade 4; and individual class assessments in grades K – 2.</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>Everyday Math is a comprehensive instructional approach that is aligned with State and City standards. It will provide opportunities for on going learning and practices through collaborative learning, differentiated math instruction, math centers, math partners, peer tutoring, and manipulatives. Math Steps will build fluency of basic skills and provide additional home practice and test prep. An in-house math coach will work with classroom teachers to achieve these goals. In-house workshops, hands-on math workshops and mentoring (teacher-to-teacher) will take place to support the math program.</p> <p>Our target population is Grades K – 5</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Start Date: September 2010 Frequency: Daily – Monday through Friday Duration: K – 2 – 50 Minute block 3 – 5 – 75 Minute block Resources: Literacy Coach, Classroom Teachers, Everyday Math, Math Steps Cost: \$88,470 Funding Sources: Tax Levy, Title I</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>Evidence of growth in mathematics – an increased understanding of geometry, patterns, strategies in problem solving, probability, measurement, data representation, basic numeration as measured by NYS Math Test in Grade 4 and Citywide Math in Grade 3 and 5. Teachers will also utilize checklists for each student and formal and informal observations. Assessments are ongoing and based on NYS core curriculum, mathematical key ideas and the Everyday Math Program.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): B. Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All students including Special Education and ELL children will demonstrate an understanding of grade appropriate mathematical concepts according to the NYS standards in Mathematics.</p> <p>B2- ELL students will exhibit an increased understanding of the key ideas in mathematics. By June 2011, 3% of students will successfully move from Level 2 to Level 3 as measured by NYC CTB Mathematics for grades 3 and 5; NYS Mathematics Assessment in grade 4; and individual class assessments in grades K – 2.</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>Everyday Math is a comprehensive instructional approach that is aligned with State and City standards. It will provide opportunities for on going learning and practices through collaborative learning, differentiated math instruction, math centers, math partners, peer tutoring, and manipulatives. Math Steps will build fluency of basic skills and provide additional home practice and test prep. An in-house math coach will work with classroom teachers to achieve these goals. In-house workshops, hands-on math workshops and mentoring (teacher-to-teacher) will take place to support the math program.</p> <p>Our target population is Grades K – 5</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Start Date: September 2010 Frequency: Daily – Monday through Friday Duration: K – 2 – 50 Minute block 3 – 5 – 75 Minute block Resources: Literacy Coach, Classroom Teachers, ELL teacher, Everyday Math, Math Steps Cost: \$88470 Funding Sources: Tax Levy, Title I</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>Evidence of growth in mathematics – an increased understanding of geometry, patterns, strategies in problem solving, probability, measurement, data representation, basic numeration as measured by NYS Math Test in Grade 4 and Citywide Math in Grade 3 and 5. Teachers will also utilize checklists for each student and formal and informal observations. Assessments are ongoing and based on NYS core curriculum, mathematical key ideas and the Everyday Math Program.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): C. Lower Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All K – 2 students including Special Education and ELL children will be able to use scientific method of inquiry to strengthen their thinking skills and acquire an increased knowledge of science concepts and terms.</p> <p>C1- Students in Grades K-2 will demonstrate a basic understanding of the scientific method and basic knowledge of life, physical and earth science concepts aligned with city and state standards. This will be measured by a 3% increase in formal and informal assessments including teacher made tests and teacher observations.</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>Experiments will be planned that will engage students in using the scientific method. During their explorations they will incorporate many skills such as observing, comparing, classifying, labeling, identifying, measuring, inferring and collecting data that they will organize. Students will employ the use of hands-on manipulatives, data collection and graphic organizers, the internet and Full Option Science System (FOSS). Science centers will be set-up in each classroom to reinforce the concept being explored.</p> <p>Our target population is Pre-K – grade 2</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Starting Date; September 2010 Frequency: One period per week by cluster teacher, and 2 period by classroom teacher- days vary depending upon scheduling Duration: 50 minutes per period. Resources: Science Cluster, Classroom Teachers, Materials, including Full Option Science System (FOSS)</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>Students will show growth through discussion, teacher observation, formal and informal assessments and journal writing .</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): D. Upper Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>All students, including Special Education and ELL children, will be able to use the scientific method of inquiry to strengthen their thinking skills and acquire an increased knowledge of science concepts and terms.</p> <p>D1- Students will demonstrate a greater knowledge of the scientific method in order to predict reasonable outcomes in controlled experiments, as measured by a 3% increase in NY State Science Test scores for 4th Grade from the previous year. Student performance will also be measured by formal and informal assessment, as well as, teacher observations. These will include teacher made tests and journal writing.</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>Experiments will be planned that will engage students in using the scientific method. Students will observe, document, label model and dissect. Additionally, they will identify, classify and collect data to be organized. Students will employ the use of hands-on manipulatives, graphic organizers and the internet. They will also be able to observe and document the growth and daily habits of living things</p> <p>Our target population is All students 3 to 5.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Starting Date; September 2010 Frequency: Two period per week- days vary depending upon scheduling Duration: 50 minutes per period. Resources: Science Cluster, Classroom Teachers, Materials, including Core Curriculum Blend Option, Delta/Foss/Harcourt Cost: \$58,168.00 Funding Source: Tax Levy</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>4th Grade students will meet NY State Standards as evidenced in the NYS Science Test administered in the Spring of 2011 All other students will show growth through formal and informal assessments, journal writing and science projects.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): E. Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop an awareness and understanding of one’s role and responsibilities as a citizen in a diverse, democratic society. This will include Special Education and ELL students.</p> <p>E1-All students will exhibit an increased awareness of the world around them and their role in society through non-fiction social studies materials. This will be measured by a 3% increase in formal and informal assessments, including journal writing, teacher made tests and observations.</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>Students will utilize available textbooks, non-fiction trade books, listening library biographies, library source books, the internet, videos, films and interactive software. We will also have use of the Staten Island Advance- Newspapers in Education, class trips, visiting community workers and parents of different ethnic backgrounds. This will assist our students in the ability to collect, organize and utilize their data for class projects, oral presentations and class Social Studies projects. Our students will also have available to them the use of a weather station to forecast conditions in other regions of the United States. In this they will learn more about our country and the history of it. Social Studies Technology cluster will facilitate the use of technology to enhance learning using the Social Studies Initiative.</p> <p>Our target population is All students in grades K - 5</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Starting Date: September 2010 Frequency: 3 periods per week (plus one period a week with a social studies cluster) – days vary depending on schedule Duration: 50 minute period Resources: Classroom Teacher, Library Teacher, Social Studies cluster, Materials Cost: \$66,484 Funding Source: Tax Levy, Early Grade Class Reduction</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>Fifth Grade Students will meet the New York State Standards as evidenced in the Social Studies In-House Assessments during the 2010-2011 school year.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	21			
1			N/A	N/A	15			
2	31	6	N/A	N/A	18			
3	29	29	N/A	N/A	26			
4	19	19			45			
5	11	11			20			
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Grade 1 AIS – Using Scantron’ Educational Performance Series small group instruction, during the day 3 times a week.
Mathematics:	Grade 2 AIS - Using Scantron’ Educational Performance Series small group instruction, during the day 3 times a week.
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	Counseling is offered on an individual and small group basis to students exhibiting chronic behavioral and emotional problems. Crisis intervention using LSCI and peer meditation are also used.
At-risk Services Provided by the School Psychologist:	Private Counseling
At-risk Services Provided by the Social Worker:	School Based Support Team Social Worker.
At-risk Health-related Services:	Asthma Treatments, ADD, Medications and treatments for various chronic conditions. Identification of health related issues that effect learning implemented by the AIS team.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s): 2-5 **Number of Students to be Served:** 30 LEP _____ Non-LEP

Number of Teachers: 3 **Other Staff (Specify):** 1 Instructional Supervisor

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.

Title III funding will be used for an after school program for LEP/ELL students in grades 2-5. The after school program will be aligned with the standards-based literacy curriculum and comprehensive core math program (Everyday Mathematics). It will provide supplemental support for the LEP/ELL students in ELA, Math and the content areas of Social Studies and Science.

The goal of the program is to promote and enhance language development, increase knowledge in the application of literacy strategies and skills, and improve number sense and problem solving techniques. A total of 30 students will be invited to participate in this program. The students will be split up into three different classes according to their grades/age levels: 2nd grade class; 3rd and 4th grade class, and a 5th grade class. Instructional planning for this program will be developed by the instructional supervisor along with our school's ESL Teacher and other qualified teachers in the program in a collaborative teaching setup. Instruction in ELA and the content areas will be planned accordingly to meet the needs of the learners with emphasis on developmental characteristics, writing, building comprehension strategies and speech emergence. In mathematics, instruction will be designed to support the school-wide focus on number sense, critical thinking skills in problem solving and supplemental strategies that connect with Everyday Mathematics. The after school program will allow students to develop mastery through rigorous practice. Title III Funds will purchase for PS 14 ELL after school program: notebooks, folders, markers, pencils, chart paper, construction paper, dry erase markers and erasers, incentives, index cards and certificates.

The program will run for eighteen weeks, two days each week (Tuesdays and Wednesdays), two hours per day. The program will begin in January 2011 through the second week of June 2011. Parents will be given the opportunity to improve with their own English language acquisition as well as ways to help their children as English learners at home through a series of four workshops based on home school connections. This piece will be provided through several sources to include, but not limited to LSO/ISC providers and in-house experts.

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.

Professional Development will be an integral part of supporting LEP/ELL students throughout the 2010-2011 academic year. On-going professional development activities will be provided for staff members during the school day through ELL Study Groups. These study groups will read professional literature and articles on the most effective ways to working with LEP/ELL students. The study groups will be designed to support the staff in learning the most appropriate ways of determining student performance growth by training the staff various ways of monitoring for success. The study groups will also increase school-wide collegiality, improve instructional practices and overall assessments of all LEP/ELL students.

Professional Development for the LEP\ELL After-School Program will include training with *Hampton Brown's Into English* Program and training with websites having to do with language acquisition to enhance and improve student performance. The after school supervisor will play a major role in providing training on *HB's Into English* and approving websites for students to research and work out of. Training activities will be based around strategies that are most effective with small group instruction focusing on language development and assessing Second Language Learners using Running Records.

A total of three (3) staff members will teach during the LEP/ELL After-School program. Staff members include common branch licensed teachers and one Supervisor with an administrative / supervisory license. PS 14 will need a supervisor because no other program will be running at the same time as our ELL program. The supervisor will implement the Title III program based on our Title III plan, will evaluate the teachers and will ensure that the program is being done according to the plan.

Professional Development will begin with a two (2) hour Orientation on November 12, 2010.

The Literacy Coach will also provide Professional Development during the regular school day on strategies that support LEP/ELL students.

The Network 604 Support Staff will also provide assistance with facilitators for Professional Development.

Section III. Title III Budget

School: 31R014

BEDS Code: 353100010014

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	\$14,535.36	\$10,776.24 Teacher's Salaries and one supervisor \$3,759.12 Fringe Benefits \$14,535.36 (total Salary and Fringe)
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$464.64	\$464.64 Materials and Supplies
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		Total Spending Of Title III Funds: \$15,000.00

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - The ESL teacher provides home language data indicating the number of non-English speaking parents/guardians.
 - School Registration data indicates the home language data which is given to the ESL teacher.
 - The School Progress Report provides the demographic data percentages of enrollment for various ethnic groups.
 - Oral feedback from parents attending various workshops.

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.
 - Parents indicated that more non-English speaking parents would attend the various workshops and trainings with written communication sent in Spanish informing of upcoming workshops and school business.
 - The entire School Progress Report was discussed during the October 2008 P.T.A. meeting.
 - The Parent Coordinator meets with parents providing information about school findings and school business.

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.

In-house staff provides written translation services for parents and/or guardians. All written communication to parents and/or guardians is provided in both English and Spanish.

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.

In-house staff provides oral translation services for parents and/or guardians. Oral interpretation is provided by in-house staff during all P.T.A meetings, parent workshops, and Parent/Teacher Conferences. A member of the Parent's Association is also available for oral translations as needed.

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

- Parents whose primary language is one of the eight most common languages are informed of their right to interpretation services when registering students into the school.
- The eight covered languages are conspicuously located near the main entrance lobby of the school indicating that a copy of the Language Assistance Notification can be obtained in the Main Office.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			\$38,000.00
2. Enter the anticipated 1% set-aside for Parent Involvement:			\$3,000.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: __100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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.

The School Leadership Team will distribute a comprehensive needs assessment survey for the school to address utilizing the data from the School Progress Report relating to the Learning Environment, Student Achievement, Student Progress and data in Closing the Achievement Gap.

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

- 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.

- Improve Quality Review Report to attract high quality teachers.
- Improve School Progress Report to attract high quality teachers.
- Recruit high quality teachers from Job Fairs

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

- Parent representation on governance committees including School Leadership Team, CEP and quarterly/yearly administrative PTA meetings, as measured by PTA attendance sign-in sheets.
- Include bi-lingual staff to interpret for non-English speaking parents.
- Parents will be offered a series of workshops on various topics including self-improvement and health awareness.
- Parents will be encouraged to incorporate meetings with other activities (meetings, award ceremonies, etc...)
- Provide information through School Leadership Team for a home/school connection program this will supply training for parents to build/strengthen literacy in the home.
- The Parent Coordinator will take on the additional responsibilities of: parent recruitment, supervise fund raise activities and assist the PTA in planning workshops, activities and meetings.

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.

- Hold "Open-House" visits for parents with children in Head Start Programs or State-run preschool programs.
- Provide end of year parent orientation sessions for parents to meet the preschool staff and administrators
- Provide meet and greet events at the start of the new school year for new parents to meet the school staff.

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 participate on various decision making teams, such as:
 - School Leadership Team Sub Committees
 - TeacherTeams
 - CEP Team
 - Inquiry Team
 - PPT Team
 - Grant Writing Team
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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

codes.

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

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

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

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

Counseling

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 014 Cornelius Vanderbilt						
District:	31	DBN:	31R01	School		353100010014	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	18	18	18		88.3	88.9	88.4
Kindergarten	108	110	96	Student Stability - % of Enrollment:			
Grade 1	126	116	122	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	104	132	112		82.1	82.3	86.2
Grade 3	106	101	129	Poverty Rate - % of Enrollment:			
Grade 4	94	106	95	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	78	96	94		84.0	86.7	92.2
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		2	19	24
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		1	5	10
Grade 12	0	0	0	Special Education			
Ungraded	0	1	2	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	634	680	668		1	5	10
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	43	40	37	Principal Suspensions	230	44	21
# in Collaborative Team Teaching (CTT)	24	28	24	Superintendent Suspensions	25	15	9
Number all others	60	61	51	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		50	51	50
# receiving ESL services only	42	45	TBD	Number of Teachers			
# ELLs with IEPs	0	11	TBD	Number of Administrators and Other Professionals	16	13	11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	5	4	13

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	98.0	98.0	100.0
				% more than 2 years teaching in this school	66.0	72.5	90.0
				% more than 5 years teaching anywhere	64.0	74.5	82.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		96.0	96.0	98.0
American Indian or Alaska Native	0.5	0.4	0.6	% core classes taught by "highly qualified" teachers	98.5	91.6	100.0
Black or African American	45.1	41.8	36.7				
Hispanic or Latino	45.6	46.5	50.6				
Asian or Native Hawaiian/Other Pacific	1.9	2.4	2.8				
White	6.9	7.1	9.3				
Male	51.9	50.9	49.7				
Female	48.1	49.1	50.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:	X	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
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	X	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	X	v					
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	X	v					
Student groups	1	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				P	
Overall Score:	17.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				P	
School Environment:	1.9	Quality Statement 2: Plan and Set Goals				P	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				P	
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals				P	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				P	
Student Progress:	13.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

Title I Parent Involvement Policy and Parent-School Compact for PS 14

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 14, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 14's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 14 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. having representation on governance committees including School Leadership Team, CEP and quarterly/yearly administrative PTA meetings, as measured by PTA attendance sign-in sheets.
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments; Bi-lingual staff members on hand to translate for ELL parents.
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 14's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation

of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 14's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 14 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ⁴dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

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

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

PS 14 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

PS 14, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 14 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

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

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

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Principal Ms. Nancy Hargett on October 25, 2010.

This Parent Involvement Policy was updated on November 1, 2010.

The final version of this document will be available to the school community as of the first Parents Teachers Conference of the year on November 9, 2010 and will be available on file in the Parent Coordinator's office.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 604	District 31	School Number 014	School Name Vanderbilt
Principal Nancy Hargett		Assistant Principal Maria Girellini	
Coach Brenda Cofield		Coach	
Teacher/Subject Area Patricia Frostbaum, AIS		Guidance Counselor Patricia Torricelli	
Teacher/Subject Area Vicki Heidel, Science Cluster		Parent Iris Perez	
Teacher/Subject Area		Parent Coordinator Tia Cranford	
Related Service Provider Nelly Dugan, ESL		Other	
Network Leader Greg Jaenicke		Other Rey Dorta, Assistant Principal	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	690	Total Number of ELLs	54	ELLs as Share of Total Student Population (%)	7.83%
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Part II: ELL Identification Process

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

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

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

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Parent and child are interviewed during registration to identify their home language and through the use of the Home Language Identification Survey (HLIS) are deemed eligible for testing. These children are administered the LAB-R. The results of the LAB-R determine if students are eligible for ESL instruction. These children are then tested annually using the NYSESLAT. An annual review of the Parent Selection and Program Survey has determined that the trend has been the selection of a freestanding ESL Program over any other program. We have parent orientation meetings as deemed necessary by HLIS of new registrants throughout the year. At these meetings different models and types of language acquisition programs are discussed and offered. Parents are invited to view a DVD on these programs in their native language and translators are also present to answer any question or address concerns. The records of new admits to the school are checked by the ESL Teacher and the Pupil Accounting Secretary to determine the child's ELL status.

2. The ESL teacher facilitates orientation sessions for parents at the beginning of the school year. During these sessions parents are informed of the various programs, Transitional Bilingual Education, Dual Language, and English as a Second Language Program. These orientation sessions are conducted in both English and Spanish. Parents are given the option to seek schools that offer appropriate bilingual instructional classes should they desire alternative programs not offered at Public School 14. Title III related information is distributed to parents in the Monthly Calendar, letters, flyers, and during parent workshops. Information is provided in both English and Spanish during parent workshops. Orientation sessions are also provided in both English and Spanish. Parents are invited to classrooms when after-school programs are in session so that parents see the work their children produce using materials from the supplemental program.

3. The Parent Survey Selection Forms reflect the desire for their children to receive instruction in English as a Second Language program. Title III related information is distributed to parents in the Monthly Calendar, letters, flyers and during parent workshops. Information is provided in both English and Spanish during parent workshops. Orientation sessions are also provided in both English and Spanish. Parents are invited to classrooms when after-school programs are in session so that parents see the work their children produce using materials from the supplemental program. When parents don't return forms we call the home and do the interview by telephone and keep record of it.

4. The ESL teacher facilitates orientation sessions for parents at the beginning of the school year. During these sessions parents are informed of the various programs, Transitional Bilingual Education, Dual Language, and English as a Second Language Program. These orientation sessions are conducted in both English and Spanish. Parents are given the option to seek schools that offer appropriate bilingual instructional classes should they desire alternative programs not offered at Public School 14.

5. After cross referencing the mentioned documents we found the following trends:

- Thirty (30) parents opted for our school's free-standing ESL program
- Five (5) parents preferred transitional bilingual programs, but opted for our school's free-standing ESL program due to lack of transportation to other school's offering TBE.
- Five (5) parents preferred for dual language programs, but opted for our school's free-standing ESL program due to lack of transportation to other school's offering dual language.

6. Our school's free-standing ESL program was the choice of preference for the majority of the parents. Though five parents preferred transitional bilingual programs and another five preferred dual language programs, but both opted for our free-standing ESL program due to transportation difficulties.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
 Check all that apply

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 type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0
ESL	40	0	10	14	0	5	0	0	0	0	54
Total	40	0	10	14	0	5	0	0	0	0	54

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

C. Home Language Breakdown and ELL Programs

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	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	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	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	4	7	4	9	6	13								43

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
Chinese	0	1	0	0	0	1								2
Russian	0	0	0	0	0	0								0
Bengali	0	1	0	1	0	0								2
Urdu	0	0	0	1	0	0								1
Arabic	0	1	2	1	0	2								6
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	4	10	6	12	6	16	0	54						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. ESL instruction is delivered using the pull-out organizational model.
 - b. Students are in grouped according to their grade level, but not necessarily at the same proficiency levels.
2. In addition to receiving ELA instructional support from the ESL teacher, ELL students receive ELA instruction in the regular classroom. The four modalities, reading, writing, listening and speaking are integrated into standards based lessons. The ESL teacher has regularly scheduled meetings with the classroom/subject area teachers and documents these meeting using an Articulation Report log. Instructional goals are developed through common planning and review of students' progress between the ESL teacher and classroom/subject teachers. All ESL students receive the New York State mandated ESL/ELA allotted instructional time based on the students' proficiency level. Beginning and intermediate ESL levels receive 360 weekly minutes of ESL. Students at the advanced ESL level receive 180 minutes of ESL. All students receive high quality instruction by our licensed ESL teacher.
3. Students will have the opportunity to participate in project based learning in all content areas. The focus will be on ensuring that ELLs are prepared with instructional strategies to help them become critical thinkers, effective communicators, and self-confident learners. The ESL

teacher plans rigorous ESL lessons to ensure that the academic language of the content areas can be assimilated and transferred to other curriculum areas.

4. a. We do not have students requiring SIFE intervention.

b. The ESL program includes language development as well as content area instruction using ESL methodologies. Students are additionally serviced by Academic Intervention Service (AIS) teachers who provide small group instruction using researched based programs such as Foundations, Wilsons and Words Their Way. The AIS teacher utilizes tools such as ARIS and ACUITY to support students who show a continued weakness in phonemic awareness, phonics, letter recognition, fluency, reading comprehension, and writing.

c. The ESL teacher utilizes the Balanced Literacy Approach and incorporates the workshop model with instruction including the content areas of mathematics, science, and social studies. Instructional ESL lessons are designed to meet the needs of the learners focusing on word study, vocabulary building, reading comprehension, fluency, word attack skills and testing strategies for ELA and Mathematics.

d. We have no Long-Term ELLs.

e. The ESL teacher aligns the ESL Program instruction with that of the special education classrooms by articulating with the special education colleagues and cross referencing the textbooks and various materials used in the specialized classrooms.

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

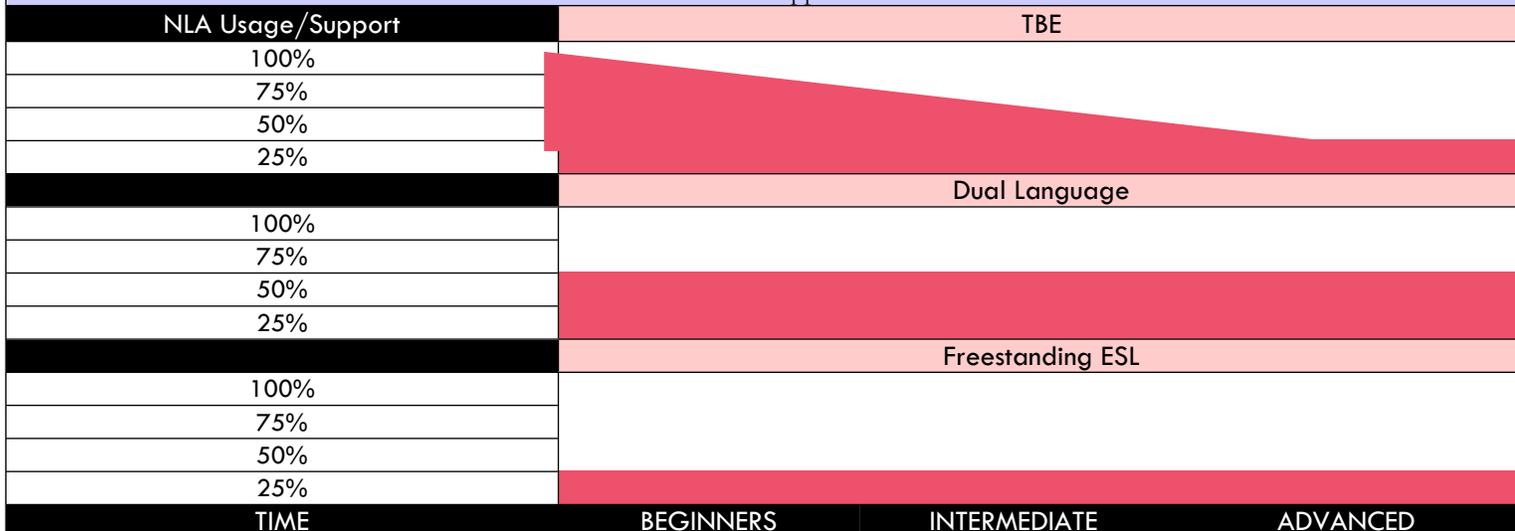
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



B. Programming and Scheduling Information--Continued

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

5. The ESL program includes language development as well as content area instruction using ESL methodologies. Students are additionally serviced by Academic Intervention Service (AIS) teachers who provide small group instruction using researched based programs such as Foundations, Wilsons and Words Their Way. The AIS teacher utilizes tools such as ARIS and ACUITY to support students who show a continued weakness in phonemic awareness, phonics, letter recognition, fluency, reading comprehension, and writing. Instruction is not offered in any other language but English.

6. ELLs reaching proficiency on the NYSESLAT are entitled to extended time in State-Wide Assessments as transitional support for two years.

7. We are presently incorporating Rigby's Newcomer ESL Program to other ESL resources used in our school.

8. As stated above, other programs have been included as resources, but none have been discontinued.

9. Our school's ESL after-school program utilizes the "Into English" Reading Program for students in grades 2-5. This is a researched based program structured to improve writing and reading by incorporating specific comprehension strategies, namely, Questioning, Summarizing, Predicting, Clarifying. Students are taught to use graphic organizers, decoding strategies and skills of effective readers.

AIS during the daily Reading Workshop block to be provided by the ESL Teacher or AIS Teacher as support.

10. Technology is integrated in the reading and writing workshop for all ELLs. Students will have the opportunity to participate in project based learning in all content areas. The focus will be on ensuring that ELLs are prepared with instructional strategies to help them become critical thinkers, effective communicators, and self-confident learners. The ESL teacher plans rigorous ESL lessons to ensure that the academic language of the content areas can be assimilated and transferred to other curriculum areas.

11. This is not applicable to our free-standing ESL program, but we do provide bilingual dictionaries.

12. Our ELLs receive a fair and equitable amount of services and resources that correspond to their age and grade levels.

13. Our parent coordinator offers families information and resources on neighborhood locations to support ELLs and Non-ELLs for upcoming academic year.

14. N/A

C. Schools with Dual Language Programs

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

This portion is not applicable to our school

D. Professional Development and Support for School Staff

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

1. Our sole ESL teacher attends both mandated and non-mandated professional development sessions held for language acquisition personnel at our ISC offices and BETAC. Our ESL teacher then turnkeys to the entire staff the content of her professional development. Our teachers participate in Apprenticeship programs to increase their instructional capacity, knowledge of best practices in teaching ELLs and ways to support students to meet the State Standards in ELA and the content areas.

Professional Development for the 2009 -2010 school year at P.S. 14 R is as follows:

Topics	Dates
• Understanding and Writing an IEP for ELLs	11/10
• Strategies for Improving Instruction for ELLs	12/10
• The Importance of Collaborating with the IEP, SETTS, CTT and ESL Teachers	1/11
• Assessing and Evaluating ELLs –Knowing the Native Language Arts Standards	2/11
• Explicit Instruction in the Content Areas	3/11
• Breaking Down the NYSESLAT	4/11
• Observing Case Studies Videos to Identify Practices and Strategies	5/11
• Making Connections Using Case Study Methods to Analyze a Similar School Problem	5/11
• Next Steps On Which Solutions Can Be Implemented in the Classrooms	6/11

2. Staff articulates with neighboring middle schools that are receiving our graduating ELLs.

3. The following workshops have durations of one hour and a half (totaling 7.5 hours) and will be presented to ESL and non-ESL personnel.

Topics	Dates
o Strategies for Improving Instruction for ELLs	11/10
o The Importance of Collaborating with the IEP, SETTS, CTT and ESL Teachers	12/10
o Assessing and Evaluating ELLs –Knowing the Native Language Arts Standards	1/11
o ESL Instruction in the Content Areas	2/11
o Breaking Down the NYSESLAT	3/11

E. Parental Involvement

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

1. We have an active PTA where are parents meet monthly to discuss school issues and progress of the students. Our Parent Coordinator arranges workshops with staff and local community organizations to train parents in a diversity of skills. Parents are preparing for training as Learning Leaders to better service our school as volunteers.

2. Community Based Organization Jewish Community Center provides ESL for ELL parents. Police Athletic League provides after-school programs to ELL and non-ELL students as well as workshops for parents on diverse topics. Links, another CBO, offers our parents workshops in conjunction with our Parent Coordinator.

3. Surveys are sent out at the beginning of the year and during workshops to obtain information on parents' interests and needs.

4. Parents of newly enrolled ELLs are provided with information on State Standards assessments and program information at parent meetings set up by the ESL teacher as new parents arrive. These meetings take place before, during and/or after school.

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)	4	10	5	6	0	4								29
Intermediate(I)	0	0	2	5	3	6								16
Advanced (A)	0	0	1	1	2	5								9
Total	4	10	8	12	5	15	0	0	0	0	0	0	0	54

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	4	4	3	2	0	3							
	I	0	2	1	2	0	0							
	A	0	1	3	8	0	4							
	P	0	0	0	0	5	8							
READING/WRITING	B	5	2	2	2	0	0							
	I	1	2	5	7	3	0							
	A	0	2	0	7	1	5							
	P	0	0	0	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	3	0	0	7
4	6	6	1	0	13
5	1	4	0	0	5
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	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	3	0	0	0	0	0	7
4	2	3	6	1	4	1	0	0	17
5	2	1	2	2	1	0	0	0	8
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	4	3	4	2	3	0	0	0	16
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				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
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								

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

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

1. For the early grades we utilize ECLAS-2 as well as Fountas and Pinnell levels using Reading A to Z to determine the students' literacy skills. The ELLs tend to display difficulties with decoding, spelling, vocabulary, and reading comprehension strands. This information helps us determine how to group students according to their needs, and regroup according to what has been mastered. Our instructional plan's focus is to move the students from one mentioned strand to the other scaffolding instruction until mastery is reached. These conclusions were reached after careful triangulation of sources reports.

2. The progress of ESL students is measured through NYSESLAT. As students reach proficiency levels on the NYSESLAT appropriate placement into intervention programs such as Wilsons, Foundations and Words Their Way to receive instruction within a fifty minute instructional time block. The students also received AIS support as needed. The NYSESLAT scores are analyzed and disaggregated to identify specific patterns.

3. Significant pattern indicated on the NYSESLAT assessment show that Beginners on all grade levels will most likely be limited in language and

4. a. We have looked at the results of students who have taken assessments in English and measured them against tests taken in their native language. We found that due to the students' lack of academic vocabulary in their native language, they score better in assessments taken in English.
- b. The periodic assessments have allowed the school leadership and teachers to look beyond the modalities of listening, speaking, reading, and writing to further pinpoint the specific academic needs of our ELLs with the intention of expediting their language acquisition and academic growth.
- c. The school has learned to analyze the data from the periodic assessments and find trends. This in turn helps us plan for instruction with clearer understanding of how the ELLs learn.
5. Not Applicable
6. Along with the NYSESLAT assessment results, students' progress is determined by one-on-one conferencing, running records, standards based writing tasks and mathematic assessments. Assessment data is analyzed to determine the academic growth of students and weaknesses to target.

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: __31R014

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:	\$465,933	\$6,245	\$472,178
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,659	\$62	\$4,721
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,297	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$46,953	*	

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

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$391,384	✓	
Title I, Part A (ARRA)	Federal		✓				
Title II, Part A	Federal	✓			\$138,706	✓	

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	✓			\$2,921,055	✓	