



I.S. 027 ANNING S. PRALL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: I.S. 027 ANNING S. PRALL
ADDRESS: 11 CLOVE LAKE PLACE
TELEPHONE: 718-981-8800
FAX: 718-815-4677

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 353100010027 **SCHOOL NAME:** I.S. 027 Anning S. Prall

SCHOOL ADDRESS: 11 CLOVE LAKE PLACE, STATEN ISLAND, NY, 10310

SCHOOL TELEPHONE: 718-981-8800 **FAX:** 718-815-4677

SCHOOL CONTACT PERSON: Tracey Kornish **EMAIL ADDRESS** TKornis@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christopher Ortiz

PRINCIPAL: Tracey Kornish

UFT CHAPTER LEADER: Robin DiPalma

PARENTS' ASSOCIATION PRESIDENT: Claudette Petrillo

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: GREGORY JAENICKE/Jose V. De La Cruz

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/ronlyres/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
Tracey Kornish	Principal	
robin dipalma	UFT Chapter Leader	
claudette petrillo	PA/PTA President or Designated Co-President	

* 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.

ANNING S. PRALL INTERMEDIATE SCHOOL 27: A Magnet School of Choice For Applied Learning with Technology Integration

Anning S. Prall Intermediate School 27 houses three unique academies: Engineering, Enterprise and Journalism. Our mission is to provide a nurturing environment in a small school setting which will enable students to perform competitively as innovative leaders in today's advanced society. I.S. 27 is a Magnet School of Choice that incorporates applied learning through technology, using differentiated instruction across the curriculum. The Magnet program enriches all students' academic progress by incorporating technology into every classroom in a variety of ways. This is implemented by supporting ongoing Academy projects, enrichment activities, and student growth across the curriculum. A Scholars Academy with approximately 30 students drawn from all over the borough opened in September, 2010.

ENGINEERING ACADEMY

Mission Statement: This academy designs blueprints for a successful future by engaging students in activities that will motivate and prepare them to meet standards in all core disciplines.

Middle School Scholars Program
Architecture Program

Student Activities:

Thematic Projects: Incorporating architectural design study and implementation (building models).

Utilizing technology, applied learning, differentiated and data driven instruction. Therefore enriching their vocabulary and comprehension skills through differentiated and data driven instruction, technology and applied learning.

Leadership Club: (students volunteer to assist in various ways in the community. Through community outreach programs: Y.M.C.A., Reading Rainbow and Zoo Crew)

ENTERPRISE ACADEMY

Mission Statement: The mission of the Academy of Enterprise is to help students develop their social and academic skills while preparing them to pursue careers in the world of business. This Academy is structured to integrate students into the business community by providing them with an environment that enhances their social, economic, and technological skills, while preparing them to meet standards of excellence in all the disciplines.

Student Activities:

Thematic projects: Students create projects based on the business theme and the Mustang Exchange. Therefore enriching their vocabulary and comprehension skills through differentiated and data driven instruction, applied learning and technology.
Mustang Exchange Store

JOURNALISM ACADEMY

Mission Statement: The mission of this Academy is to teach students to think critically and creatively while preparing them for careers in journalism and related fields.

Student Activities:

Thematic projects: Students create projects based on the theme Journalism and Communication (magazines, newspaper and public speaking) Therefore enriching their vocabulary and comprehension skills through differentiated and data driven instruction, applied learning and technology.

Site-wide programs include a diverse encore program:

Band

Chorus

Drama

Musical Theatre

Engineering

Journalism

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	I.S. 027 Anning S. Prall								
District:	31	DBN #:	31R027	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90.2	91.6	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		91.1	93.46	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	305	379	395	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	276	333	384		48.3	55.1	64.4		
Grade 8	328	287	335						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		8	33	TBD		
Grade 12	0	0	0						
Ungraded	17	8	9	Recent Immigrants - Total Number:					
Total	926	1007	1123	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					9	11	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	114	100	102	Principal Suspensions	171	363	TBD		
# in Collaborative Team Teaching (CTT) Classes	60	79	85	Superintendent Suspensions	53	60	TBD		
Number all others	66	68	80						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	9	10	6				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	66	75	68	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	9	44	Number of Teachers	82	82	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	17	19	TBD
				Number of Educational Paraprofessionals	4	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	6	7	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	80.5	79.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	62.2	65.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	94	93	TBD
American Indian or Alaska Native	0.3	0.3	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.5	91.3	TBD
Black or African American	24.1	23.5	22.4				
Hispanic or Latino	39.3	38.1	37.5				
Asian or Native Hawaiian/Other Pacific Isl.	7.9	9.6	10.6				
White	28.4	28.1	28.9				
Multi-racial							
Male	57.7	55.6	55.5				
Female	42.3	44.4	44.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)	<input type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>	<input checked="" type="checkbox"/>						
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			

Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial	-	-	-				
Students with Disabilities	X	√					
Limited English Proficient	X	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	75.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	9.2	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	19.1	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	39.3	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	√

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

What student performance trends can you identify?

When reviewing I.S. 27's data from the past few years, we have identified certain trends in student performance.

- According to the data, student performance on the NYS ELA Assessment has decreased from 64.9% Levels 3 and 4 in 2009 to 37% Levels 3 and 4 in 2010.
- Student performance on the NYS Math Assessment has decreased 70.2% Levels 3 and 4 in 2009 to 48% Levels 3 and 4 in 2010.
 - IS 27 achieved AYP in all subgroups in Math and Science.
 - The students that did not make AYP for ELA are Black or African American, Hispanic or Latino, SWD's, ELL's, and Economically Disadvantaged.

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

I.S. 27 has made many accomplishments over the past couple of years.

- I.S. 27 has made AYP for Math in all subgroups and met participation and performance criteria for all subgroups.
- I.S. 27 has made AYP for Science in all subgroups and met participation and performance criteria for all subgroups.
- The school has earned a "Proficient" rating on the Quality Review for 2008 – 2009.
- There has been increase from 14 to 17 ELL students scoring "Proficient" on the NYSESLAT exam.
- 100% of students tested passed the Integrated Algebra Regents.
- 100% of students tested passed the Foreign Language Proficiency Exam.
- Despite increased standards for Promotion, only 33 students were retained.

Significant aids to the school's continuous improvement:

- Recipient of the "Magnet School of Choice" grant (Year 4).
- Curriculum and instruction are well aligned to State standards in all subjects and programming placements afford students the appropriate levels of challenge.
- School leaders make astute organizational decisions to support the educational program and provide for effective supports for learning in all core subjects and for students with specific learning needs.

- The staff and students have built a strong team and take ownership of their Academy mission, systems, and culture of the school.
- Middle School Scholar's Program in 6th grade
- School leaders, staff, and students have made significant strides in the analysis of data to set targeted learning goals to raise achievement.
- Advanced use of technology to heighten learning.
- Extensive partnerships provide an effective support network for students' academic, social and personal development.
- The instructional leadership of the administrative team has resulted in increasingly differentiated instruction within classrooms.
- Expansion of the school's Inquiry Leadership Team includes 90% of the staff.
- High level of professional development provided by school leaders, Magnet Resource Specialists, coaches, and Integrated Curriculum Instruction Learning Support Organization.
- Effective and highly motivated School Leadership Team.
- Increased parental involvement regarding support in their child's academic, social, and emotional success.
- Recipient of Tweens and Teens Grant.
- Recipient of Ezra Jack Keats Foundation Grant.
- Participation in "New Yorkers Read" Campaign.

Barriers to Success:

- Budgetary restrictions
- Hiring freeze
- Neighboring Areas- Federally Subsidized Housing Project

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> During the 2010 - 2011 school year, SWD's will improve their performance on the New York State ELA Exam as measured by a 5% increase in the number of SWD's who move from a Level 1 to a Level 2 and a Level 2 to a Level 3 in order to meet or exceed Safe Harbor for this subgroup.	<input type="checkbox"/> Based on the 2009 – 2010 New York State School Report Card, Students with Disabilities did not meet Annual Yearly Progress and Test Performance in English Language Arts. We need to move 6 SWD's from a Level 1 to a Level 2 and 5 SWD's from a Level 2 to a Level 3.
<input type="checkbox"/> During the 2010 - 2011 school year, all students will increase at least 5% Performance Index in order to meet or exceed the Project Target in Science. <input type="checkbox"/>	<input type="checkbox"/> After conducting our needs assessment based on the 2009 - 2010 New York State School Report Card, we have made Test Performance for all students in Science a priority goal in 2010 - 2011. <input type="checkbox"/>
<input type="checkbox"/> During the 2010 – 2011 school year, ELL's will improve their performance on the New York State ELA Exam as measured by a 5% increase in the number of ELL's who move from a Level 1 to a Level 2 and a Level 2 to a Level 3 in order to meet or exceed Safe Harbor for this subgroup.	<input type="checkbox"/> Based on the 2009 - 2010 New York State School report Card, ELL's did not make Annual Yearly Progress and Test Performance in English Language Arts. We need to move 2 ELL's from a Level 1 to a Level 2 and 1 ELL from a Level 2 to a Level 3 this school year.
<input type="checkbox"/> During the 2010 - 2011 school year, SWD's will improve their performance on the New York State Math Exam as measured by a 5% increase in the number of SWD's who move from a Level 1 to a Level 2 and a Level 2 to a Level 3 in order to meet or exceed Safe Harbor for this subgroup.	<input type="checkbox"/> Based on the 2009 – 2010 New York State School Report Card, Students with Disabilities did not meet Annual Yearly Progress and Test Performance in Mathematics. We need to move 4 SWD's from a Level 1 to a Level 2 and 5 SWD's from a Level 2 to a Level 3.
<input type="checkbox"/> During the 2010 - 2011 school year, ELL's will improve their performance on the New York State Math Exam as measured by a 5% increase in the number of ELL's who move from a Level 1 to a Level 2 and a Level 2 to a Level 3 in order to meet or exceed Safe Harbor for this subgroup.	<input type="checkbox"/> Based on the 2009 – 2010 New York State School Report Card, English Language Learners did not meet Annual Yearly Progress and Test Performance in Mathematics. We need to move 2 ELL's from a Level 1 to a Level 2 and 2 ELL's from a Level 2 to a Level 3.

SECTION VI: ACTION PLAN

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

Subject Area

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> During the 2010 - 2011 school year, SWD's will improve their performance on the New York State ELA Exam as measured by a 5% increase in the number of SWD's who move from a Level 1 to a Level 2 and a Level 2 to a Level 3 in order to meet or exceed Safe Harbor for this subgroup.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><u>Instruction</u> Administration, Teachers, ELA Coach, Magnet Resource Specialists Target Population: All Students Data driven instruction to drive differentiated instruction Analysis of student data to differentiate instruction using assessments such as:</p> <p>Acuity Scantron Performance Series Develop Uniform Quarterly Exams for all core subjects All highly qualified ELA teachers 90 minute literacy blocks of instruction Use of leveled classroom libraries Use of technology for literacy enhancement (Achieve 3000, laptop carts, Smart Boards, Smart Response Systems) Differentiated Instruction</p> <p>Conferencing Running records to determine student's reading level Modify standard driven curriculum to meet specific learning styles of the Special</p>

	<p>Education student. strategies to increase student comprehension. Inquiry Leadership Team will develop and implement differentiated targeted instructional practices in response to the analysis of data. Collaborative planning with the Special Education teachers and the General Education teachers.</p> <p><u>Professional Development</u> Support teachers, coaches, Inquiry Leadership Team, Pupil Personnel Team and Administrators in the use of technology to access data and periodic assessments ARIS and Acuity training for teachers and administrators in order to examine school, classroom, and student data to improve outcomes. Provide professional development to develop integrated thematic units Weekly Focus Group meetings are designed to enable the teachers to grow professionally and to improve the quality of classroom instruction.</p> <p><u>Parental Involvement</u> Monthly PTA meetings Report Cards are distributed 4 times a year. ARIS Parent Link (APL) provides academic information about your child and your child's school. Acuity assessment reports are available to parents online. Parent/teacher outreach through telephone contact. Parent workshops given by Parent Coordinator.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Aligning Resources: Teachers (Tax levy) Administrators (Tax levy) Special Education teachers (C4E) ESL teachers (Title III, Tax Levy and Contract for Excellence) Professional Development (L.S.O.) Counselors (Tax levy) AIS teachers and Coordinator (Tax levy) Magnet Resource Specialists (Magnet grant)</p>

	ELA Coach (Title 1)
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Teachers then use STARS, a specific skill program, to address the weaknesses. Students are tested after each chapter. When necessary the skill is re-taught until mastery is achieved. The target is to have each student reach a proficiency of, at least, 80%. Our overall goal is to have each student make one year's progress on the NYS ELA test in May 2011.

Subject Area
(where relevant) :

Science

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> During the 2010 - 2011 school year, all students will increase at least 5% Performance Index in order to meet or exceed the Project Target in Science. <input type="checkbox"/>
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>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <p>September, 2010 – June, 2011</p> <p>Instruction</p> <p>Administration, teachers, ELA Coach, Math Coach, Magnet Resource Specialists</p> <p>SWD's, ELL's, and Black or African American students</p> <ul style="list-style-type: none"> · Data driven instruction to drive differentiated instruction · Students are taught by highly qualified teachers. · 1 additional science class per week added to student's programs. · Evidence of growth in skills, concepts, and problem solving as measured by ongoing teacher assessment and uniform Quarterly Exams. · Evidence of growth in hands on investigative approach and writing as measured by review of student portfolios. · Students will show evidence of writing in the content area in their portfolios including but not limited to the following: lab reports, field work, student observations, and student </div>

	<p>conclusions.</p> <ul style="list-style-type: none"> · Use of leveled classroom libraries · Use of technology for literacy enhancement (Science Virtual Learning, laptop carts, Smart Boards, Smart Response Systems) · Modify standard driven curriculum to meet specific learning styles of the Special Education student. · Inquiry Leadership Team will develop and implement differentiated targeted instructional practices in response to the analysis of data. · Collaborative planning with the Special Education teachers and the General Education teachers. · Part time lab assistant to further support instruction <p>Professional Development Administration, teachers, ELA Coach, Math Coach, Magnet Resource Specialists, Integrated Curriculum and Instruction LSO</p> <ul style="list-style-type: none"> · Support teachers, coaches, and Administrators in the use of technology to access data and periodic assessments. <ul style="list-style-type: none"> · Monthly Science Department meeting will focus on increasing student performance by taking the curriculum and translating it into meaningful instruction. · Professional Development in Science Virtual Learning. · Professional Development workshops to include model science lessons and science lab work. <p>Parental Involvement</p> <ul style="list-style-type: none"> · Monthly PTA meetings <ul style="list-style-type: none"> · Parent Teacher Conferences · Report Cards are distributed 4 times a year. · ARIS Parent Link (APL) provides academic information about your child and your child's school. · Acuity assessment reports are available to parents online. · Parent/teacher outreach through telephone relay.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Aligning Resources:</p> <ul style="list-style-type: none"> · Teachers (Tax levy) · Administrators (Tax levy) · Special Education teachers (C4E) · ESL teachers (Title III, Tax Levy and Contract for Excellence)

	<p>Professional Development (L.S.O.)</p> <ul style="list-style-type: none"> · Counselors (Tax levy) · AIS teachers and Coordinator (Tax levy) · Magnet Resource Specialists (Magnet grant) ELA Coach (Title 1)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> · Teachers will use the ITT and Acuity data to differentiate instruction and monitor progress as per periodic assessment schedule. · Review of quarterly progress reports. · Review of student portfolios with rubrics, teacher conference notes and observations, quarterly report card grades · Use of online assessments to monitor student progress · Frequent Observations, walkthroughs, inter-visitations, demonstrations · Science Portfolios · Uniformed Quarterly Exams <p><input type="checkbox"/></p>

Subject Area
(where relevant) :

English

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> During the 2010 – 2011 school year, ELL’s will improve their performance on the New York State ELA Exam as measured by a 5% increase in the number of ELL’s who move from a Level 1 to a Level 2 and a Level 2 to a Level 3 in order to meet or exceed Safe Harbor for this subgroup.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.



2011

Instruction

Administration, teachers, ELA Coach, Magnet Resource Specialists, ELL Teachers

- Data driven instruction to drive differentiated instruction
 - Develop uniform Quarterly Exams for all core subjects
 - Analysis of student data to differentiate instruction using assessments such as:
 - § Acuity
 - § Scantron Performance Series
 - 90 minute literacy blocks of instruction
 - All highly qualified ELA teachers
 - Use of leveled ELL and Multicultural classroom libraries
 - Use of technology for literacy enhancement (Achieve 3000, laptop carts, Smart Boards, Smart Response Systems)
 - Skill/strategy of the week
 - Modify standard driven curriculum to meet specific learning styles of the Special Education student.
 - Inquiry Leadership Team will develop and implement differentiated targeted instructional practices in response to the analysis of data.
 - Collaborative planning with the certified ESL Teachers, Special Education, and the General Education teachers.
 - Free standing ESL program based on levels of competency: Beginner, Intermediate, and Advanced

Professional Development

Administration, teachers, ELA Coach, Magnet Resource Specialists, ESL Teachers, Integrated Curriculum and Instruction LSO, ELL Compliance Performance Specialist

- Support teachers, coaches, Inquiry Leadership Team, Pupil Personnel Team and Administrators in the use of technology to access data and periodic assessments
 - Language Acquisition Policy monthly meetings will provide strategies and methodologies through ongoing Professional Development.
 - ARIS and Acuity training for teachers and administrators in order to examine school, classroom, and student data to improve outcomes.
 - Weekly Focus Group meetings are designed to enable the teachers to grow professionally and to improve the quality of classroom instruction.

Parental Involvement

- **Monthly Bilingual PTA meetings**
 - Parent Teacher Conferences
 - Report Cards are distributed 4 times a year.

	<ul style="list-style-type: none"> · ARIS Parent Link (APL) provides academic information about your child and your child's school. · Acuity assessment reports are available to parents online. · Parent Coordinator
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <p>Aligning Resources:</p> <ul style="list-style-type: none"> · Teachers (Tax levy) · Administrators (Tax levy) · Special Education teachers (C4E) ESL teachers (Title III, Tax Levy and Contract for Excellence) Professional Development (L.S.O.) · Counselors (Tax levy) · AIS teachers and Coordinator (Tax levy) · Magnet Resource Specialists (Magnet grant) ELA Coach (Title 1) </div>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <p>Teachers use the ELAP, administered in late September, as a baseline score. This gives teachers a breakdown of students' abilities in each of 12 specific skills. Teachers then use STARS, a specific skill program, to address the weaknesses. Students are tested after each chapter. When necessary the skill is re-taught until mastery is achieved. The target is to have each student reach a proficiency of, at least, 80%. Our overall goal is to have each student make one year's progress on the NYS ELA test in May 2011.</p> </div>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> During the 2010 - 2011 school year, SWD's will improve their performance on the New York State Math Exam as measured by a 5% increase in the number of SWD's who move from a Level 1 to a Level 2 and a Level 2 to a Level 3 in order to meet or exceed Safe Harbor for this subgroup.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>– June, 2011 Instruction Administration, teachers, Math Coach, Magnet Resource Specialists</p> <ul style="list-style-type: none"> · Data driven instruction to drive differentiated instruction <ul style="list-style-type: none"> · Students are taught by highly qualified teachers. · Develop Uniform Quarterly Exams for all core subjects · 90 minute blocks of math instruction using Impact Math, Scientific calculators, and manipulatives · Use of technology for math enhancement (laptop carts, Smart Boards, Smart Response Systems) · Inquiry Leadership Team will develop and implement differentiated targeted instructional practices in response to the analysis of data. · Pacing calendars/ Scope and Sequence · Benchmarks <p>Professional Development Administration, teachers, Math Coach, Magnet Resource Specialists, Integrated Curriculum and Instruction LSO,</p> <ul style="list-style-type: none"> · Support teachers, coaches, Magnet Resource Specialists, and Administrators in the use of technology to access data and periodic assessments and develop unit of study <ul style="list-style-type: none"> · Provide Professional Development to develop units of study and for sharing best practices. · Weekly Focus Group meetings to address math topics of interest · Professional Development provided by ICI · Schedule inter-visitations and model lessons by Math Coach. <p>Parental Involvement</p> <ul style="list-style-type: none"> · Monthly PTA meetings <ul style="list-style-type: none"> · Parent Teacher Conferences · Report Cards are distributed 4 times a year. · ARIS Parent Link (APL) provides academic information about your child and your child's school. · Acuity assessment reports are available to parents online.

	<ul style="list-style-type: none"> · Parent/teacher outreach through telephone relay. · Parent Coordinator
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <p>Aligning Resources:</p> <ul style="list-style-type: none"> · Teachers (Tax levy) · Administrators (Tax levy) · Special Education teachers (C4E) ESL teachers (Title III, Tax Levy and Contract for Excellence) Professional Development (L.S.O.) · Counselors (Tax levy) · AIS teachers and Coordinator (Tax levy) · Magnet Resource Specialists (Magnet grant) Math Coach (Title 1)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <p>Teachers administer teacher created pre-assessments in late September as a baseline for all classes. This test evaluates students' performance in various skills area needed to be successful. The results are analyzed and incorporated into teacher created lesson plans so that instruction may address the strength and weaknesses of the students. Results are also used to differentiate instruction based on student need. Progress is monitored through teacher made exams, Acuity and uniform quarterly exams. Achievement is measured by the passing of the class as well how successful the students perform on test prep questions practiced in the classroom.</p>

Subject Area
(where relevant) :

Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>During the 2010 - 2011 school year, ELL's will improve their performance on the New York State Math Exam as measured by a 5% increase in the number of ELL's who move from a Level 1 to a Level 2 and a Level 2 to a Level 3 in order to meet or exceed Safe Harbor for this subgroup.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>– June, 2011 Instruction Administration, teachers, Math Coach, Magnet Resource Specialists</p> <ul style="list-style-type: none"> · Data driven instruction to drive differentiated instruction <ul style="list-style-type: none"> · Students are taught by highly qualified teachers. · Develop Uniform Quarterly Exams for all core subjects · 90 minute blocks of math instruction using Impact Math, Scientific calculators, and manipulatives · Use of technology for math enhancement (laptop carts, Smart Boards, Smart Response Systems) · Inquiry Leadership Team will develop and implement differentiated targeted instructional practices in response to the analysis of data. · Pacing calendars/ Scope and Sequence · Benchmarks <p><u>Professional Development</u> Administration, teachers, Math Coach, Magnet Resource Specialists, Integrated Curriculum and Instruction LSO,</p> <ul style="list-style-type: none"> · Support teachers, coaches, Magnet Resource Specialists, and Administrators in the use of technology to access data and periodic assessments and develop unit of study <ul style="list-style-type: none"> · Provide Professional Development to develop units of study and for sharing best practices. · Weekly Focus Group meetings to address math topics of interest · Professional Development provided by ICI · Schedule inter-visitations and model lessons by Math Coach. <p><u>Parental Involvement</u></p> <ul style="list-style-type: none"> · Monthly PTA meetings <ul style="list-style-type: none"> · Parent Teacher Conferences · Report Cards are distributed 4 times a year. · ARIS Parent Link (APL) provides academic information about your child and your child's school.

	<ul style="list-style-type: none"> · Acuity assessment reports are available to parents online. · Parent/teacher outreach through telephone relay. · Parent Coordinator
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <p>Aligning Resources:</p> <ul style="list-style-type: none"> · Teachers (Tax levy) · Administrators (Tax levy) · Special Education teachers (C4E) ESL teachers (Title III, Tax Levy and Contract for Excellence) Professional Development (L.S.O.) · Counselors (Tax levy) · AIS teachers and Coordinator (Tax levy) · Magnet Resource Specialists (Magnet grant) Math Coach (Title 1)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <p>Teachers administer teacher created pre-assessments in late September as a baseline for all classes. This test evaluates students' performance in various skills area needed to be successful. The results are analyzed and incorporated into teacher created lesson plans so that instruction may address the strength and weaknesses of the students. Results are also used to differentiate instruction based on student need. Progress is monitored through teacher made exams, Acuity and uniform quarterly exams. Achievement is measured by the passing of the class as well how successful the students perform on test prep questions practiced in the classroom.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	157	106	157	157	7		1	
7	234	161	234	234	9		7	
8	221	196	221	221	18		7	
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <p>The extended day AIS is offered to all Level 1 and Level 2 students, including SWD's and ELL students. These services are offered 3 times weekly for 37.5 minutes. Instructional materials are used to differentiate and target deficiencies of individual students.</p> <p>Skills intervention is used during the day to support curriculum in small groups.</p> <p>Small group instruction focusing on ELA during after school program. <input type="checkbox"/></p>
Mathematics:	<input type="checkbox"/> <p>The extended day AIS is offered to all Level 1 and Level 2 students, including SWD's and ELL students. These services are offered 3 times weekly for 37.5 minutes. A variety of</p> <ul style="list-style-type: none"> • instructional materials are used to differentiate and target deficiencies of individual students. <p>Skills intervention is used during the day to support curriculum in small groups.</p> <p>Small group instruction focusing on math during after school program.</p>
Science:	<input type="checkbox"/> <p>Students who require additional support will work on strategies to achieve success in Science will be targeted during 37.5 minutes.</p> <p>After school ELL Academy for Science</p> <p>Teachers will incorporate literacy strategies using multi level informational texts based on content concepts.</p>
Social Studies:	<input type="checkbox"/> <p>Students who require additional support will work on strategies to achieve success in Social Studies will be targeted during 37.5 minutes.</p> <p>Teachers will incorporate literacy strategies using multi level informational texts based on content concepts.</p>
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <p>Group, individual, and/or family counseling is provided during the school day to students who have been identified as needing counseling to help deal with issues that may impact upon academic success.</p>

	The SAPIS worker provides small group counseling to students at risk for drug or alcohol abuse.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The School Psychologist provides at risk services to the students who are identified by the Pupil Personnel Team (PPT) during monthly meetings.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The school Social Worker meets with students on an individual basis to address issues that have an impact on their academic performance.
At-risk Health-related Services:	<input type="checkbox"/> N/A

School: IS 27
 BEDS Code: 353100010027

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	\$9,978	<input type="checkbox"/> 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts	\$3,000	<input type="checkbox"/> Consultant: working with teachers and administrators 2 days a week on development of curriculum enhancements
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,000	<input type="checkbox"/> Cassette Recorders Headphones Ink for printers USB Flash Drives Copy paper Chart Paper Glue Poster paint Display Boards
Educational Software (Object Code 199)	\$2,000	<input type="checkbox"/> Achieve 3000 software package for after school program
Travel	\$4,000	<input type="checkbox"/> NYS Sabe conference
Other	N/A	<input type="checkbox"/> N/A

TOTAL	0	
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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 data and methodologies used to assess our school's written translation and oral presentation needs consisted of the following:

1. Parent Language Surveys which asked parents in what language do they prefer all written and oral correspondence
2. Student Registration Form
3. Home Language Identification Surveys (HLIS)
4. The Language Allocation Policy (LAP) Part III ELL Demographics, which contains a breakdown of ELLs by grade in each language group
5. Place of Birth report (RPOB)
6. Parent Orientations
7. Parent/Student Ethnic Identification Surveys

This data is recorded and maintained on ATS, cumulative files, student emergency cards, surveys, and parent language surveys.

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.

It was apparent from our findings that the majority of the translation and interpretations needed to be in Spanish, with Urdu and Arabic as the second largest translation groups. A parent letter was sent out reporting the findings of the Parent Language Survey, and a listing of the languages in which we will be providing written translations and oral interpretations.

Part B: Strategies and Activities

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

The written translation services our school will provide are primarily for correspondence to parents. These include:

1. Translated Bill of Rights and Responsibilities
2. Student Registration Form
3. Translated Home Language Identification Surveys
4. Parent/Student Ethnic Identification Surveys
5. ELL Parent Orientation and Regional Conferences
6. Monthly newsletters and calendars
7. Special forms (lunch forms, blue emergency cards, health)
8. Permission slips/consent forms
9. High School information
10. Promotional Criteria
11. Promotion in Doubt Letters
12. Testing and SES information
13. Legal, disciplinary, and safety matters.
14. Summer School Forms
15. After School Programs

School staff will provide written translation services in-house. If necessary, an outside vendor will also be utilized. All translated documents will be distributed at the same time as the English.

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.

The oral interpretation services our school will consist of the following:

1. Parent workshops
2. Parent Teacher Conferences
3. ELL Parent Orientation and Regional Conferences
4. High School information
5. Promotional Criteria
6. Testing and SES information
7. Legal, disciplinary, and safety matters.
8. Phone Messenger
9. PTA Meetings

Oral interpretation services specific to our students with special needs are as follows:

1. New Student and Parent Enrollment Interview

2. Initial Counseling Meeting
3. Manifestation Determination Review (MDR)
4. Behavioral Intervention Plan and Functional Behavioral Assessment

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>.

□

In order to fulfill section VII of Chancellor's Regulations A-663, in September no later than 30 days from the school's opening, we will distribute to all students a Parent Language Survey. The data collected will be used to determine in which languages school notices have to be translated and interpretation services needed. Our bilingual staff members will provide the written translations and interpretation services needed to the greatest extent possible. When in-house staff members cannot provide the specific services needed, then we will request services from the Department of Education's Translation and Interpretation Unit. We will also distribute written notification to all parents, whose primary language is a covered language by the Department of Education, of their rights regarding translation and interpretation services. The Department of Education's Foreign Language Notice will be attached to all important notices, so any parent whose language is not covered will be informed so that it may be interpreted.

Translation Services

Of the foreign languages, the percentage of parents needing interpretation and translation written is approximately 9% (104 parents). These findings will be shared with the parents through Parent/Teacher's Association meetings, Prall Prism, ARIS Parent Link, Acuity, Achieve 3000 and written letters to parents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	542,680	22,526	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,429		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,134	*	
4. Enter the anticipated 10% set-aside for Professional Development:	54,468	*	

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

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

N/A

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

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

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

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

□

Anning S. Prall Intermediate School 27 – PTA
Academies of Engineering, Enterprise and Journalism
A Magnet School For Applied Learning
With Technology Integration
School-Level Title I Parent Advisory Guidance Policy

The name of the Title I Parent Advisory Structure shall be: The Parent Advisory Parent Association of Anning S. Prall Intermediate School 27.
Goals and Objectives

The goals and objectives listed below are provided as general sample language that could be utilized to express the overall mission of our Title I parent advisory organization.

1. To ensure effective involvement of all parents of Title I participating children and to support the partnership between other school community stakeholders (school administration and staff, parents and caregivers, School Leadership Team).
2. To involve parent of Title I participating students in an organization and timely manner with the planning, review and implementation of Title I programs and the joint development of the school parental involvement policy and the school-parent compact.
3. To recruit parents of Title I participating students for involvement in professional development opportunities, meetings (including the required Annual Meeting), conferences and other related activities designed to enhance the role of parents in supporting the education of their children and advancing their own educational needs.
4. To provide information to parents of title I participating students regarding Title I issues, and in consultation with other parents to bring questions, concerns, and ideas regarding Title I related issues to the attention of the school staff, administration and other school community stakeholders.
5. To develop a proposed spending plan and budget in consultation with other parents of Title I participating students recommending how the school's minimum Title I 1% parent involvement allocation can be best utilized to support the needs of all Title I parents.

Note that if Title I parents have selected the PA as the school-level Title I Advisory structure, membership shall be defined in consistency with the requirements of the current Chancellor's Regulation A-660 (all parents, legally appointed guardian, foster parents and persons in parental relation to any child who currently attends the school).

Title I Parent Advisory Structure Membership

Eligibility

This was developed by the Office for Family Engagement and Advocacy (OFEA) to assist Title I parent leaders in developing guidance to help support an provide structure for their school level Title I parent committees (PAC or PA). This document may be used as an attachment to the school's Title I Parent Involvement Policy or PA bylaws as applicable.

Membership in the PA Advisory Parent Association shall be limited to parents, legally appointed guardians, and persons in parental relation to Title I participating students currently attending Anning S. Prall Intermediate School 27.

Outreach to New Parent Members

In the beginning of each school year, a welcoming letter from the Principal shall inform eligible parents and caregivers of students of Anning S. Prall Intermediate School 27 and encourage their participation.

Voting Privileges:

Each parent of a Title I participating child/children currently attending Anning S. Prall Intermediate School 27 shall be entitled to one vote concerning Title I related matters.

Officers

The officers of the PTA subcommittee/PAC shall be: Chairperson, Recording Secretary, and Treasurer.

Term of Office

The term of office shall be from the date of the Principal's Annual Meeting until the next year's Principal's Annual Meeting when the parent members shall vote whether to have a PAC or a PTA Subcommittee. Officers shall be elected at these meetings for a one-year term. Qualifications for the officer position listed above is limited to parents, legal guardians or persons in parental relation who meet the criteria as outlined in these Guidelines and are not employed at Anning S. Prall Intermediate School 27.

This was developed by the Office for Family Engagement and Advocacy (OFEA) to assist Title I parent leaders in developing guidance to help support an provide structure for their school level Title I parent committees (PAC or PA). This document may be used as an attachment to the school's Title I Parent Involvement Policy or PA bylaws as applicable.

Duties of Officers

The PTA Chairperson shall:

- Preside at all meetings of the PTA subcommittee/PAC and shall be an ex-officio member of all committees except the nominating committee
- Appoint chairpersons of all PTA subcommittees/PAC with the approval of the PTA Executive Board, and shall appoint chairpersons of the PTA standing committees with the approval of the General Membership
- Delegate responsibilities to other PTA/PAC members and shall encourage meaningful participation in all PTA subcommittee/PAC activities

- Serve as the PTA/PAC representative to the District Title I Parent Committee (DPAC or Presidents' Council) and shall be required to attend all district Title I parent leader meetings
- Share information and provide reports to general membership
- Meet regularly with the executive officers and membership to plan PTA meeting agendas and other activities/events
- Assist with the transfer of subcommittee/PAC records to the incoming Subcommittee/PAC officers prior to the end of his/her term of office.

The PTA Subcommittee/PAC Vice Chairperson shall:

- assume his/her duties during his/her absence or at the PTA subcommittee/PAC Chairperson's request

The PTA Subcommittee/PAC Recording Secretary Shall:

- record the minutes at all PTA subcommittee/PAC meetings
- prepare and read the draft minutes at PTA/PAC meetings and make minutes available upon request
- share responsibility with other PTA subcommittee/PAC officers for safeguarding all PTA subcommittee/PAC records
- Sign and incorporate all amendments to these guidelines and ensure that they are maintained in the file of the PTA
- Provide access to PTA members to information related to Title I compliance including the following documents (e.g., School and District Parent Involvement Policies, Department of Education Title I Parent Involvement Guidelines, Title I Non-Regulatory Guidance, Federal Law, Section 1118, NYSED Parents Right-to-Know Documents)
- Assist with the transfer of PTA subcommittee/PAC records to the incoming PTA subcommittee/PAC officers prior to the end of his/her term of office

This was developed by the Office for Family Engagement and Advocacy (OFEA) to assist Title I parent leaders in developing guidance to help support an provide structure for their school level Title I parent committees (PAC or PA). This document may be used as an attachment to the school's Title I Parent Involvement Policy or PA bylaws as applicable.

The PTA subcommittee/PAC Treasurer shall:

- be responsible for coordination and drafting a proposed budget and spending plan for the Title I parent involvement allocation (minimum of 1%, maximum of 5%), for approval by the PTA/PAC membership and School Leadership Team
- be responsible, with the PTA subcommittee/PAC Chairperson, for presenting the membership approved proposed budget and spending plan to the School Leadership Team as the recommendation for use of these funds to support Title I parent involvement
- assist with the transfer of PTA subcommittee/PAC records to the incoming PTA subcommittee/PAC officers prior to the end of his/her term of office

Review and Amendments to PTA Subcommittee/PAC Guidance Document

- This PTA subcommittee/PAC Guidance document should be reviewed annually to ensure that they remain current with State, Federal and Department of Education Requirement and continue to meet the needs of the PTA subcommittee/PAC membership.
- Proposed amendments shall be presented in writing to the Title I parent community prior to any vote taken to adopt the amendment(s). Adopted amendments shall be attached to this document and remain on file in the PTA subcommittee/PAC closet with a copy in the Principal's office.
- This PTA subcommittee/PAC Guidance document shall be distributed to all parents of Title I eligible children who attend Anning S. Prall Intermediate School 27 and shall be signed below in order to verify the date of general distribution to the Title I parent community.

Date of Review by PTA Subcommittee Membership November 9, 2010

Signature of PTA Chairperson/President:

This was developed by the Office for Family Engagement and Advocacy (OFEA) to assist Title I parent leaders in developing guidance to help support an provide structure for their school level Title I parent committees (PAC or PA). This document may be used as an attachment to the school's Title I Parent Involvement Policy or PA bylaws as applicable.

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

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

School Parent Compact

Anning S. Prall Intermediate School 27, The Magnet School for Applied Learning with Technology Integration, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

Required School-Parent Compact Provisions
School Responsibilities

Anning S. Prall Intermediate School 27, The Magnet School for Applied Learning with Technology Integration, will:

- provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Ø Anning S. Prall Intermediate School 27 will provide high quality instruction to all students. The school is divided into three Academies. Each Academy follows the city and state curriculum and scope and sequence for academic instruction area. Each Academy has an Assistant Principal, Dean, Guidance Counselor, and Academy Leader for student support to ensure the learning environment meets the needs of each student. In addition to content specific instruction, we also provide additional theme based and arts based learning opportunities. Our before and after school programs extend learning opportunities to our students.
- hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Ø Parent Teacher Conferences will be held twice a year: November and February.
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Ø Progress Reports are an interim report of success that is distributed in the middle of each marking period. Parents are notified if they should contact the school.
 - Ø Report Cards are distributed 4 times a year.
 - Ø ARIS Parent Link (APL) provides academic information about your child and your child's school.
 - Ø Acuity assessment reports are available to parents online .
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Ø Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Ø The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.
 - Ø The School Leadership Team has 50% parent members.
 - Ø The Parent Coordinator escorts parent visitors.
 - Ø Chaperon school trips
- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- involve parents in the joint development of any School wide Program Plan (for SWP schools), in an organized, ongoing, and timely way.
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- Ⓟ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - providing an environment conducive for study;
 - making sure that home is completed;
 - monitoring the amount of television my children watch;
- Ⓟ volunteering in my child's classroom;
- Ⓟ participating, as appropriate, in decisions relating to my children's education;
- Ⓟ participating in school activities on a regular basis;
- Ⓟ promoting positive use of my child's extracurricular time.
- Ⓟ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- Ⓟ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Ⓟ communicating positive values and character traits, such as respect, hard work and responsibility;
- Ⓟ respecting the cultural differences of others;
- Ⓟ helping my child accept consequences for negative behavior;
- Ⓟ being aware of and following the rules and regulations of the school and district;
- Ⓟ supporting the school's discipline policy;
- Ⓟ express high expectation and offer praise and encouragement for achievement;

- attend monthly PTA meetings;
- attend Parent Teacher Conferences.

Student Responsibilities

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

- Attain a Level 3 or 4 in all content areas.
- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give all notices and information received from school to my parents and guardians.
- Follow the behavior matrix as outlined in Prall Behavior Incentive System.

Name	Signature	Date
School Staff – Print Name		
Parent(s) – Print Name		
Student - Print Name		

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

- - A review of student performance in the areas of ELA and Mathematics was conducted through the School Report Card and NYC Progress Report.
 - ARIS, Acuity, and NY START will empower educators to use data to improve achievement results.
 - Comprehensive focus on Scope and Sequence, Curriculum maps, and NY State Standards.
 - Formal observations of teachers must be guided by assessment data, student goals, and NY State curriculum.
2. Schoolwide reform strategies that:

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

- - Students who score a 1 or 2 on ELA and Math State exam receive pullout and push in AIS services as well as 37 1/s minute periods of tutoring 4 days a week.

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.

- - In addition to the 37.5 minute extended day program, our school has houses the School and Arts Foundation after school program which provides "Homework Help" and other extracurricular activities.
- o Help provide an enriched and accelerated curriculum.

- - § Integrated Algebra
 - § Cranial Crunch Team
- o Meet the educational needs of historically underserved populations.

- - IS 27 has a variety of afterschool programs offered through Sports and Arts in Schools Foundation.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the

Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

-
- There is a guidance counselor for each Academy and the SBST has a Social Worker and Psychologist. There is also a SAPIS worker in our building.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

- o 100% of our staff is highly qualified.

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

§ IS 27 places professional development for administrators, coaches, Magnet Resource Specialists, and staff at a high level. We believe that learning is on-going and important to improve our collaborative team work and student performance. Attending conferences that are relevant to the programs being implemented at our school will provide the appropriate foundation to implement the programs effectively. Teachers / Administrators who have attended PD to promote imbedded professional develop, attend conferences that highlight instructional practices, using data, reading data, and applying data to drive instruction are now an emphasis. We will continue to build a powerful communication between our parents and school to assist our students in every way by providing information about the progress of their child.

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

N/A

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

IS 27 has been building on the parental involvement and providing successful events to promote attendance. Throughout the year, any performance or school wide event will be aligned with a parent meeting or workshop to bring up attendance.

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.

N/A

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

See Action Plans pages

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.

IS 27 will utilize all NYS assessments, NYC assessments, Performance Series Online, Acuity, and teacher created assessments and student work to measure student's strengths and weaknesses. These assessments will provide sufficient information to base data driven instruction and identify student's progress on a timely basis.

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 specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and

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

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

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

Restructuring (Advanced)

NCLB / SED STATUS: - Focused **SURR 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.

The students that did not make AYP for ELA are SWD's and ELL's.

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.

Please see Action Plans pages 13 – 18.

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.

-
- Coach
- Professional Development for SWD's
- Parental Involvement
- Administrative Support to improve teacher quality

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

- Teachers with initial certificates and less than two years of full-time prior teaching experience have been identified and will be mentored. The mentor interactions will be supported by conferencing, classroom visitations, co-planning, co-teaching, modeling, inter visitation, and meeting with the coach. The mentoring is documented through the on-line Mentor Tracking System (MTS).
- 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.

- The parents will be notified that I.S. 27 is in Restructuring School Advanced NCLB/SED status.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
12STH *This number changes on a daily basis. This list is generated on Monday of each week.
2. Please describe the services you are planning to provide to the STH population.

- Extended Day 37.5 minutes
- Basic/emergency supplies
- Parental Involvement
- Counseling Services
- Parent Coordinator outreach to family

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_31R027_102910-122446.doc

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 604	District 31	School Number 027	School Name Anning S. Prall
Principal Ms. Tracey Kornish		Assistant Principal Dennis Bellantoni	
Coach Carol Losi/ Math		Coach Maureen Franz	
Teacher/Subject Area Daisy Olivencia/ ESL		Guidance Counselor Laura Hayes	
Teacher/Subject Area Kara Ryan/ESL		Parent	
Teacher/Subject Area type here		Parent Coordinator Kathy Mayo	
Related Service Provider Tina Bolger/ Speech		Other Maureen Bridgman	
Network Leader Gregory Jaenicke		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
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	1093	Total Number of ELLs	88	ELLs as Share of Total Student Population (%)	8.05%
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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.The following identification and assessment instruments to determine ELL eligibility are completed within ten days as per CR Part-154;

- Home Language Identification Survey. At enrollment, a licensed pedagogue meets with parents and students to perform an informal oral interview in the parent native language to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS)—translated in nine languages—that parents complete to show what language the child speaks at home. A licensed pedagogue may need to conduct an informal interview in the native language. Translation services are available during the ELL identification process.
- Language Assessment Battery-Revised. Once a licensed pedagogue collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R) within ten days of enrollment as per CR-154, which is a test determining if a student is in need of bilingual education or English as a Second Language (ESL) services. Students that score below the cut score on the LAB-R become eligible for state-mandated services for ELLs.
- New York State English as a Second Language Achievement Test (NYSESLAT). In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Before the beginning of the next school year, parents are notified of the NYSESLAT outcomes and program eligibility. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELL score at or above proficiency are no longer entitled to ELL services through state funding and can enter all English monolingual classes. Students who transition to all English monolingual classes can receive ESL support for up to a year, supported by state funds, according to CR Part 154.

2.The following structures are in place to ensure that parents understand all three programs choices. (Transitional Bilingual, Dual Language, and Freestanding ESL).

- An Entitlement letter in the student's home language, which contains the students LAB-R score and the choice of services to which the student is entitled, is sent to parents. Within the Entitlement letter the parents are invited to attend a formal Parent Orientation session, where each program will be explained and parents can ask questions. If parents are unable to attend the Parent Orientation, we offer them one-on-one conferences throughout the school year. These Parents sessions both formal and informal are conducted by a licensed pedagogue.

Parents attending have the opportunity to view the Parent Orientation DVD in their Native Language, receive information about each program, and ask questions or discuss any concerns they may have about their child's education. The DVD is conducted in several languages. However, if the Native Language is not on the DVD, arrangements are made for a translator to be available. In addition, parents are informed of their child's right to placement in a bilingual class. If none available parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year.

3.Distribution of entitlement letters

Parent Survey and Program Selection Form are distributed during the Parent Orientation. They have the option of completing the forms during the orientation session or taking them home to fill out and returning them as soon as possible. Parents are informed that if they do

not return the selection form then by default, (as per CR Part 154) the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program.

4. The criteria used and the procedures followed to place identified ELL's at IS 27 are as follows:

Once ELL's are identified, administration of the Language Assessment Battery (LAB-R) is done within ten days of enrollment. Based on their LAB-R score

Beginner/Intermediate ELL's receive 360 minutes of ESL

Advance ELL's receive 180 minutes of ESL as per CR Part 154.

In the spring, the NYSESLAT is administered to determine English proficiency.

Lastly, parents are given a Placement Letter, in their home language that informs them of the program in which their child was placed. Copies of these letters are kept.

In order to have well-informed and active parental involvement, we also provide orientation workshops on the assessment, school expectations and general ESL program requirements. All sessions are conducted in English and in the native language of the child's parent or guardian. Parents are given a Continued Entitlement Letter to select the ESL program of their choice for the following year.

5. Trend in Program Choices:

In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice to be ESL. Parents are clearly indicating and selecting ESL services for their children. In 2009 - 2010, we had four newly enrolled ELLs entitled to services and all four of the parents chose to place their child into the ESL program. IS 27 continues to provide ongoing orientation meetings for parents in order to assist them with the decision-making process for selecting an appropriate program for their children.

6. The program model offered at IS 27 is aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	44
SIFE	8	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	33

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
Dual Language										0
ESL	32	8	5	13	0	8	30	0	18	75
Total	32	8	5	13	0	8	30	0	18	75

Number of ELLs in a TBE program who are in alternate placement: 2

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			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																
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:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	15	25					49
Chinese							3	0	1					4
Russian							0	0	0					0
Bengali							1	0	0					1
Urdu							1	0	0					1
Arabic							0	4	0					4
Haitian							0	0	1					1
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	1	0					1
Albanian							0	0	0					0
Other							4	4	2					10

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
TOTAL	0	0	0	0	0	0	18	24	29	0	0	0	0	71

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.

1a. The organizational model for ELL instruction at Anning S. Prall is a Freestanding ESL program.

1b. Our freestanding ESL program consists of twelve ungraded homogenous proficiency leveled classes based on the Spring 2010 NYSESLAT.

2. To ensure that the mandated number of instructional minutes is provided according to proficiency level in our Freestanding ESL program there are two fully certified and highly qualified TESOL teachers.

2a. Students in the freestanding ESL program receive all instruction in English with native language support through multicultural libraries. Students are grouped homogenously and receive the mandated number of instructional minutes as per CR-154. Beginner and Intermediate students receive 8 periods a week of ESL (360 minutes), and Advanced students receive 5 periods a week of ESL (180 minutes).

3. In our freestanding ESL program all ELL students are taught in English and mainstreamed into all subjects throughout the day. English language Arts is taught using both ESL and English language arts methodologies. Content- areas are taught using ESL strategies such as extensive use of visuals, repetition to promote oral language development. Scaffolding strategies is infused into the instruction of our ELL students. Native language support such as the use of bilingual dictionaries, materials in native languages, and strategic homogenous linguistic grouping is provided.

4. At Anning S Prall we differentiate instruction for ELL subgroups:

4A. Instructional Plan for SIFE:

1. Literacy and Content courses that are thematic coordinated and encourage transfer of learning across content areas.
2. Follow up on content and skill development provided by double period ESL programs.
3. Small classes, individualized attention from ESL teachers.
4. Title III- Saturday Success Academy

5. Extended Day

4B. Instructional Plan for Newcomers 0-3 years:

1. ELL newcomers are given same language buddies as soon as they enter our school.
2. Small group instruction
3. Title III Saturday Success Academy
4. Bilingual and Picture Dictionaries
5. ESL curriculum aligned with ELA pacing calendar, which adheres to New York State ELA and ESL standards.
6. Extended Day
7. Technology: Smart board, Achieve 3000

4C. Instruction Plan for ELL's receiving service 4 to 6 years:

1. Small group instruction
2. Title III Saturday Success Academy
3. Bilingual and Picture Dictionaries
4. ESL curriculum aligned with ELA pacing calendar, which adheres to New York State ELA and ESL standards.
5. Extended Day
6. AIS services
7. Technology: Smart board, Achieve 3000

4D. Instruction Plan for ELL's receiving service for more than 6 years:

1. Small group instruction
2. Title III Saturday Success Academy
3. Bilingual and Picture Dictionaries
4. ESL curriculum aligned with ELA pacing calendar, which adheres to New York State ELA and ESL standards
5. Extended Day
6. AIS services
7. Technology: Smart board, Achieve 3000.

4E. Instruction Plan for ELL's identified as having special needs:

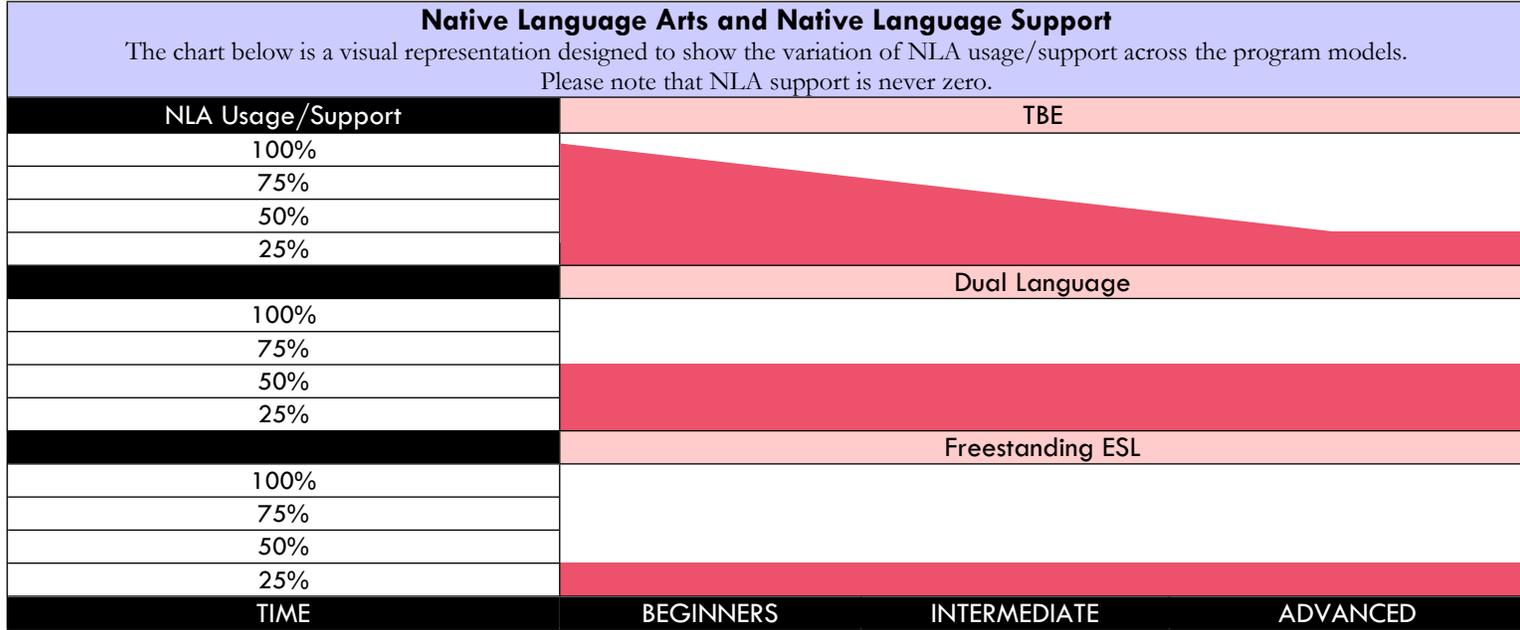
1. Small group instruction
2. Title III Saturday Success Academy
3. Bilingual and Picture Dictionaries
4. ESL curriculum aligned with ELA pacing calendar, which adheres to New York State ELA and ESL standards
5. Extended Day
6. AIS services
7. Technology: Smart board, Achieve 3000.

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



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. Our target interventions for ELLs are offered in English only:

- In Science in Title III
- Long Term ELLs in ELA and Math

6. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is to provide them with one period a week of transitional support for and testing accommodations for the first year, and testing accommodations for the second year.

7. One improvement that that will be considered for the upcoming school year is to targeting long term ELLs on their ELA, Math and Science skills.

8. One service that has been discontinued is the Special Ed Transitional Bilingual Program because most of the students when evaluated were recommended for monolingual classes.

9. All ELL's are afforded equal access to all school programs through school wide announcements, letter correspondence and teacher-parent communication. Afterschool programs such as Sports and Arts are offered to all students in the building. Supplemental services such as the Saturday Success Academy targets ELLs.

10. The use of technology such as smart boards and laptop carts are readily available for ELLs. Our freestanding ESL program along with content- area classrooms uses the Workshop model. Achieve 3000, an internet based differentiated K-12 reading program that uses email, technology, and current events to strengthen students' literacy skills is used for our ELL's and students with special needs. Achieve 3000 offers the program in full Spanish, English with Spanish support, and English. Students can master essential reading comprehension and writing skills using daily non-fiction personalized for their English or Spanish reading level. Both the full Spanish and English programs have online assessments which identifies each student's reading level.

Other Materials used are:

- o Soliloquy
- o Brain Pop ESL
- o Empire State NYSESLAT Prep Books
- o High Point Series Hampton Brown Publishing
- o Bilingual Dictionaries
- o Picture Dictionaries
- o ESL and Multicultural Libraries
- o Accelerating English Language Learning by Scotts Foresman Publishing
- o Making Connection 1 and 2 an Integrated Approach to learning English Heinle and Heinle Publishing

11. Native language support is provided through multicultural libraries, bilingual dictionaries and materials.

12. In correspondence to ELLs age and grade levels required services and support are delivered by ELL personnel observing NYSESLAT scoring. If ELL personnel observes through the NYSESLAT reports that after three years a student has demonstrated a lack of significant

progress then the student is recommended for further evaluation.

13. Newly enrolled ELLs are given same language buddies as soon as they enter our school.

14. The language electives that are offered to ELLs are French and Spanish.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. Our professional development plan for all ELL personnel will be ongoing and the following:

o Making content comprehensible for ELLs

o Demonstrating strategies to use with ELLs, including Native Language support

o Enhancing sensitivity and understanding of our ELLs in order to foster academic and social growth

2. ESL teachers coordinate with administrators, team leaders, guidance counselors, and magnet specialists to notify teachers of 6th and 8th graders which of their students are receiving ESL services. We also discuss the subgroup of each student (SIFE, Long-Term ELL, newcomer, or special needs status) and how that may affect their articulation from 5th to 6th and from 8th to high school. Guidance counselors of ELLs remain in contact with the teachers to share information about personal problems these students may have with their transition.

3. The teaching staff at Anning S. Prall is given many opportunities to attend professional development, pertaining to ELLs, throughout the school year. Training by the ESL teachers is ongoing through weekly focus groups, and most teachers have their mandated 7.5 hours of ESL training. All ESL workshops attended by ELLs personnel only is then turn-keyed to team leaders and assistant principals, who are able to relay the information to the rest of the staff through academy and team meetings. Encore teachers are encouraged to infuse these strategies and insights gained.

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. Our school encourages parent and community participation by notifying parents about meetings, workshops and special events via letters sent home, telephone calls, and flyers hung around the school. All material is written in English and Spanish, as well in the other home languages of our ELLs such as Spanish, Urdu, Arabic, French and Chinese when necessary. There are translators available at meetings or workshops and many key speakers are community-based personnel who are bilingual. We also conduct two parent orientations, one in the Fall and one prior to Spring, where parents of newly admitted ELLs can be informed about the type of ELL programs we have and their rights in choosing a program, state standards, assessments, and program requirements for Bilingual and Freestanding ESL programs as per CR- Part 154 Regulations. Information at the orientations is presented to parents in their native language to the greatest extent possible, as well as a DVD showing and explaining all programs in most languages. However, as newly enrolled ELLs come in throughout the year, our ESL and Parent Coordinator or will meet with their parents and inform them of their rights in regards to program selections.

- PTA Meetings with bilingual translation
- Foreign Language Expo
- Articulation Night: Jump Start Program to invite new ELLs
- Award Ceremonies
- School Concerts and Plays
- NYSABE Conferences

2. The school provides parents with provides opportunities for ELL parents to attend workshops from Community Based Organizations such as: Youth Officers have provided workshops on Gang Awareness and Internet Safety

3. Parents' needs are evaluated through one on one communication, workshops, and events or through students needs.

4. Our parental involvement activities address the needs of the parents because it involves them in activities that are occurring throughout the school year and provide them with the opportunity to express their ideas and other needs that may need to be addressed.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	1	9					12
Intermediate(I)							7	12	15					34
Advanced (A)							10	15	14					39
Total	0	0	0	0	0	0	19	28	38	0	0	0	0	85

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	0	0				
	I							1	1	5				
	A							8	15	11				
	P							0	8	19				
READING/ WRITING	B							1	0	9				
	I							7	10	13				
	A							10	14	12				
	P							0	0	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6	6	9	1	0	16
7	17	4	0	0	21
8	20	9	0	0	29
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		11		5		1		17
7	13		12		0		0		25
8	17		15		0		0		32
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		2		11				16
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

- ARIS
- NYSESLAT scores

2.The data patterns show that across grade levels the students were more proficient in Listening and Speaking and less proficient in Reading and Writing.

3.Based on the NYSESLAT modalities the ELL curriculum will be more focused on reading and writing levels.

4a. Patterns show that a majority of our students scored at level 1 and 2 in both math and ELA. For the first time, one of our sixth grade and one of our eighth grade ELLs scored at level four on the NYS Math Test.

4b. Anning S. Prall's staff analyzes the Periodic Assessments to find students' strengths and weaknesses through the Item Analysis section. This information is shared with the staff.

4c. The Periodic Assessments have revealed the following:

- In the 6th grade, 17 students were tested. 50% of those students are predicted to achieve one level's growth (i.e. from Intermediate to Advanced, or Advanced to Proficient) and 50% will maintain their current ESL level.
- In the 7th grade, of 25 students who were tested, 10% are expected to maintain their current level, while 72% will achieve growth.
- In the 8th grade, 32 students were tested 100% of students are expected to achieve growth.

5.N/A

6.We evaluate the success of our program for ELLs by looking at the scores on the NYSESLAT quantifiable means of gauging student progress.

Additional Information

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

Paste additional information here

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 027 Anning S. Prall					
District:	31	DBN:	31R027	School		353100010027

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.2	91.6	90.9
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		91.1	93.5	93.5
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	379	395	307	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	333	384	381		48.3	64.4	64.4
Grade 8	287	335	397				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	33	11
Grade 12	0	0	0				
Ungraded	8	9	7	Recent Immigrants - Total Number:			
Total	1007	1123	1092	(As of October 31)	2007-08	2008-09	2009-10
					9	11	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	100	102	95	Principal Suspensions	171	363	441
# in Collaborative Team Teaching (CTT) Classes	79	85	82	Superintendent Suspensions	53	60	105
Number all others	68	80	75				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	10	6	TBD	Number of Teachers	82	82	88
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	19	13
# receiving ESL services only	75	68	TBD				
# ELLs with IEPs	9	44	TBD	Number of Educational Paraprofessionals	4	3	6

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	6	7	35	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.5	79.3	86.4
				% more than 5 years teaching anywhere	62.2	65.9	79.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	93.0	97.7
American Indian or Alaska Native	0.3	0.4	0.3	% core classes taught by "highly qualified" teachers	87.5	91.3	95.9
Black or African American	23.5	22.4	22.0				
Hispanic or Latino	38.1	37.5	36.2				
Asian or Native Hawaiian/Other Pacific	9.6	10.6	12.2				
White	28.1	28.9	29.4				
Male	55.6	55.5	54.9				
Female	44.4	44.5	45.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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 Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	v	v				
Multiracial	-	-	-			
Students with Disabilities	X	v				
Limited English Proficient	X	v				
Economically Disadvantaged	v	v				
Student groups making	6	8	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:			NR	
Overall Score:	37.7	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	6.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	22					
<i>(Comprises 60% of the</i>						
Additional Credit:	0.5					

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 31R027

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:	\$542,680	\$22,526	\$565,206
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,429	225	5,654
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,134	*	
4. Enter the anticipated 10% set-aside for Professional Development:	54,468	*	

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

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

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			455,851		20, 21, 22, 23, 24
Title I, Part A (ARRA)	Federal	X			22,301		
Title II, Part A	Federal			X			

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

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

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

Title III, Part A	Federal	X			15,560		Appendix 2 pp. 30-32
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			5,367,142		pp. 14-29, 30-35