



P.S. 001 COURTLANDT SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 001 COURTLANDT SCHOOL
ADDRESS: 335 EAST 152 STREET
TELEPHONE: 718-292-9191
FAX: 718-292-2227

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320700010001 **SCHOOL NAME:** P.S. 001 Courtlandt School

SCHOOL ADDRESS: 335 EAST 152 STREET, BRONX, NY, 10451

SCHOOL TELEPHONE: 718-292-9191 **FAX:** 718-292-2227

SCHOOL CONTACT PERSON: JORGE PERDOMO **EMAIL ADDRESS:** JPerdom@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Brenda Cartagena

PRINCIPAL: JORGE PERDOMO

UFT CHAPTER LEADER: Chandice Carroll

PARENTS' ASSOCIATION PRESIDENT: Florence Francis

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 7 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: DANIEL FEIGELSON/William Manekas

SUPERINTENDENT: YOLANDA TORRES

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Jorge Perdomo	Principal	
chandice Carroll	UFT Member	Comments: approve
Yolanda Morales	PA/PTA President or Designated Co-President	
Brenda Cartagena	UFT Member	
Rosalynn Cortes-Cruz	UFT Member	
Florence Francis	Parent	
Laura Aldea	DC 37 Representative	
Krystal Padilla	Parent	
Noraima Maldonado	Parent	
Darlene Rosario	Parent	
Alison Lochren	UFT Member	
Jacqueline Rosado	UFT Member	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 1 is located in the 16th Congressional district, the poorest in the nation. Approximately, 97 percent of the students are on free lunch. As many schools in high poverty areas, we have our share of students who are at greatest risk both academically and emotionally. In answer to these needs, Public School 1 has strived to provide the very best in instructional approaches, technology, extra curricular activities and counseling.

The school's current instructional initiatives for Literacy include the implementation of a Balanced Literacy Approach for reading, which consists of: independent / paired reading, shared reading, guided reading, interactive read aloud, phonics and word study and all main components of the readers' and writers' workshop which includes writing conferences. This will form the basis of the uniform citywide literacy program, and will be implemented during the readers' and writers' workshop for grades pre-k to 5. Our classroom libraries, support personnel (SBST/AIS team), and our Literacy Consultant and TC Staff Developers will further support literacy instruction in our school.

Vision:

Public school 1 is a learning community that is dedicated to fostering ethical, caring, self-reflective and critical thinkers.

Relationships and communication between adults and students are at the core of our community. PS1 celebrates the diversity of all its members, supports their different learning styles, and encourages them to express their individuality and pursue their interests. PS1 is a place for children to discover and feel confident about who they are; build healthy relationships with adults and peers, and investigate their questions about the world in a safe, nurturing and academically rigorous environment. This community aims to cultivate a love of learning in all its members.

Mission

Our mission is to develop the critical thinking and social interaction skills of all our Learners in a nurturing and collaborative environment, so they can achieve high academic standards and be productive citizens in the 21st century.

Currently, all grades are using Everyday Mathematics (3rd edition) which has been selected as the uniform citywide program for mathematics and is implemented during a 75-minute math block. As part of the citywide initiative, the school will continue to have a full-time math coach to support the effective implementation of the program through focused, on-site math staff development. Additionally, public school 1 will use Math Navigator and Steps, as intervention for our math students not meeting standards and will continue to form part of Math in the City which also offers extensive math professional development as part of the program.

The purpose and focus of science education at Public School 1 is to provide students with the skills and knowledge that will help them succeed academically and adapt to an increasingly complex scientific and technological world. Through our Science Core Curriculum students are given opportunities to model the scientific method of investigation. Our children also learn about themselves and the world around them through their studies in biology, botany, chemistry and physics. We have aligned our program with the state and city standards and are using both Foss Science Kits and Harcourt Brace to support instruction in grades K-5. We currently have the services of three (full time) science cluster teachers serving all grades. Additionally, the students receive the following subscriptions to enhance and support science and social studies: National Geographic Explorer, Kids Discover, and Scholastic News.

Public School 1 will continue to follow the NYS Core Curriculum for Social Studies. The anchor to the program is and will continue to be Pearson Learning and Harcourt Brace. We have supplemented these texts with Rand McNally atlases, wall, and table maps. To provide students with a higher level of understanding of basic concepts, we will focus our social studies instructional program on authentic research. With this in mind, every student, including special education students and English language learners, will be involved in several research projects throughout the year. Projects will be developed in coordination with classroom teachers, and the school library media specialist. These projects will align themselves with our core curriculum and the yearlong plan that has been developed from that curriculum.

Technology is infused into all curricular areas through the use of in-classroom computers, mobile carts with laptops and state-of-the-art computer lab. Children will continue to use the internet to support their research and instruction. Breakthrough to Literacy has been instituted in one of our first grade classes. It is hoped that we will be able to expand this to other classes in the future.

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:	P.S. 001 Courtlandt School								
District:	7	DBN #:	07X001	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	29	31	31		91.4	93	TBD		
Kindergarten	85	92	108						
Grade 1	123	116	143	Student Stability - % of Enrollment:					
Grade 2	118	102	112	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	89	114	98		86.9	88.03	TBD		
Grade 4	99	85	116						
Grade 5	116	102	87	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		98.9	90.5	93.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		32	62	TBD		
Grade 12	0	0	0						
Ungraded	0	0	3	Recent Immigrants - Total Number:					
Total	659	642	698	(As of October 31)	2007-08	2008-09	2009-10		
					13	11	22		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	22	27	36	Principal Suspensions	28	37	TBD		
# in Collaborative Team Teaching (CTT) Classes	17	34	33	Superintendent Suspensions	5	6	TBD		
Number all others	45	36	38						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
(BESIS Survey)					0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual	109	62	114		0	0	0		

Classes							
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	57	65	72	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	38	Number of Teachers	47	50	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	15	15	TBD
				Number of Educational Paraprofessionals	3	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	36.2	30	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	38.3	36	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	72	64	TBD
American Indian or Alaska Native	0.6	0.6	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.8	98.4	TBD
Black or African American	20.6	22.4	22.9				
Hispanic or Latino	78	76	75.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.6	0.6				
White	0.5	0.2	0.1				
Multi-racial							
Male	45.4	48.4	48				
Female	54.6	51.6	52				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			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	Ysh	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	86.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	14.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	53	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?

A comparison of Public School 1 to similar schools in New York City for 2009 indicates the following achievement:

State and Citywide English Language Arts Test: In Good Standing

Title 1 Annual Analysis shows a seven (7) year trend in students' progress toward meeting adequate yearly progress (AYP). Public School 1 achieved the following AYP:

Meeting Reading Targets:

2001:	Yes
2002:	No
2003:	Yes
2004:	No
2005:	No
2006:	No
2007:	No
2008:	Yes
2009:	Yes

Meeting Mathematics Targets:

2001:	No
2002:	No
2003:	Yes
2004:	Yes
2005:	Yes
2006:	Yes
2007:	Yes
2008:	Yes
2009:	Yes

Accountability Status:

According to the 2009 Report Card, Public School 1 is considered "In Good Standing" in Reading and "In Good Standing" for Mathematics and Science.

Accountability Status:

Title 1 accountability status in elementary –level Reading indicates
Met AYP in ELA and Math for the 2009-2010

The area in need of improvement at Public School 1 is the ELA academic achievements of many of its students, as measured by the results on the State and City standardized assessments. A

review of Winter 2009 ELA State and City standardized assessments and Spring CTB Math Assessments indicated that nearly 46% of students are performing below the State standard (Level 3) in English language arts, and nearly 24% were performing below the State standard in mathematics. We are excited to observe that ELA scores improved 14% up from 40% in 2008 to 54% in 2009 and 14% up from 55% in 2008 to 76% in 2009 in mathematics. These results reveal that the ELA interventions such as Wilson, Foundation, Great Leaps, Reading Recovery, and the rigorous balance literacy approach are effective in raising academic scores; and consequently, has placed our school "In Good Standing."

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: 1) the implementation of effective, research based strategies to address the large number of students lacking basic skills in both reading and mathematics; 2) improving instruction for special education students by increasing opportunities for inclusion into the general education program as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations; and 3) the implementation of effective strategies for meeting the needs of the growing ELL population. Therefore, the Public School 1 Comprehensive Educational Plan for 2010-2011 will reflect a concerted effort and specific plans to address the academic achievement of all students, with an emphasis on focused (targeted and effective) interventions for the special education and ELL students.

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
<p><input type="checkbox"/> By June 2011 All Students 3-5 will improve their ELA performance: <input type="checkbox"/></p> <p><u>Our goal for the 2010-2011 school year</u> is to have a 11% increase of our level 2s moving up to a level 3 or higher in reading at grade level with fluency and comprehension of fiction and nonfiction text, as measured by our TC assessments and the ELA Standardized Test.</p> <p><u>Subgroups:</u></p> <p>15% of the advance students will meet proficiency as per NYSESLAT.</p> <p>15% of Special Education students will move up one to two levels as per TC</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>The 2009-2010 ELA results show that 34% of our students met standards in ELA with a level 3 or higher. After analysis of our initial TC assessments, <u>our goal for the 2010-2011 school year</u> is to have a 11% increase of level 2s moving up to level 3s reading with grade level fluency and comprehension of fiction and nonfiction text, as measured by our TC assessments and the ELA Standardized Test. We will use acuity (predictive, ITAS and performance series) assessments, administered during the months of October-November-December, January, and February to gauge progress towards meeting this goal.</p>

<p>assessments and standards. as measured by the New York State Assessment.</p>	
<p><input type="checkbox"/>By June 2011, 15% of our ELLs students who are at beginner and intermediate levels will move up one or two levels to reach advance and/or proficient level as measured by our TC assessments and NYSESLAT.</p>	<p><input type="checkbox"/> <input type="checkbox"/>According to the NYSESLAT results, 10% of students met proficiency in grades 3-5. After careful analysis of the data of students who are at intermediate and advance levels, our goal this year is for 15% of these students to meet proficiency levels as measured by our TC assessments and NYSESLAT.</p>
<p><input type="checkbox"/>By <input type="checkbox"/>June 2011, All Students from Special Education population will have a <input type="checkbox"/>7% increase from last year's scores standards in Math as measured by the Everyday Math end of unit assessments and Math Standardize tests.</p>	<p><input type="checkbox"/> <input type="checkbox"/>Each grade level inquiry team will select a target population representing the subgroup student and will focus on improving operation/number sense and measurement.</p>
<p><input type="checkbox"/>By June 2011, Limited English Proficient (LEP) students will improve their ELA performance with a <input type="checkbox"/>15% increase of students in beginning and intermediate levels who will move to advance and proficient levels as measured by the English Language Arts and NYSESLAT Assessments.</p>	<p><input type="checkbox"/> <input type="checkbox"/>Using ESL methodologies, integrated instructional technology and leveled nonfiction text to build academic language, we will focus on improving the quality of conversations in the classroom to enhance students reading comprehension, writing, listening and speaking skills.</p>
<p><input type="checkbox"/>By June 2011, Limited English Proficient students will improve their Mathematics performance by <input type="checkbox"/>11% and will meet standards as measured by the End-term Assessments.</p>	<p><input type="checkbox"/> <input type="checkbox"/>Additional targeted instruction will be provided to identified ELL students during small group instruction using CAMS, STANDS and FOCUS math intervention/instructional resources.</p>

SECTION VI: ACTION PLAN

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

Subject Area

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011 All Students 3-5 will improve their ELA performance: <input type="checkbox"/></p> <p><u>Our goal for the 2010-2011 school year</u> is to have a 11% increase of our level 2s moving up to a level 3 or higher in reading at grade level with fluency and comprehension of fiction and nonfiction text, as measured by our TC assessments and the ELA Standardized Test.</p> <p><u>Subgroups:</u></p> <p>15% of the advance students will meet proficiency as per NYSESLAT.</p> <p>15% of Special Education students will move up one to two levels as per TC assessments and standards.</p> <p>as measured by the New York State Assessment.</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"/> Our focus for the 2010-2011 school year will be to differentiate instruction for all learners to meet the new demands of the <u>new NYC Common Core Standards</u>. We will concentrate our focus on the increase use of technology to enhance students' listening and conversation skills. We will continue to deepen our quality of guided reading/conferring with students in reading/writing/math/science/Social Studies and the arts. Additionally, we will seek to enhance reading comprehension of nonfiction text for all learners. Each classroom teacher will be asked to attend PD on the use of technology (i.e., smartboards, elmos, imovies, blogs,</p>

	<p>etc...), one on one conferring and its application in the classroom. Teacher and students will be asked to set individual and team goals, complete monthly individual projects, and meet weekly to assess, plan and adjust instruction and to measure progress/outcome of their individual learning projects.</p> <p>Teachers are to set mid-year and end of year classroom goals.</p> <p>The timeline for benchmark will be every two months beginning in September as follows: November, February, April, June.</p> <p>Instructional Materials: Classroom Libraries, supplemented by Fountas and Pinnell Word Study, Foundations kit, TC Curriculum Binders, Assessment Binders, Planning Guide – Pacing and Alignment Calendar</p> <p>90 Minute Literacy Block (Readers’ and Writers’ workshop)</p> <p>Intensive Professional Development, including:</p> <ul style="list-style-type: none"> School-based Teacher-Driven Professional Development Team, which includes the Principal, a Literacy Consultant/Math Coach, F-Status Support Specialist, Peer Coaching, mentor (for new teachers) and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school. Ongoing PD for all teachers, coaches, and school administrators. Foundations Training Reading Recovery Training LEAP Training/Instruction Instructional Technology Training (efolios, distance learning, blogs, multi-media, etc...) <p>Additional Support for Students (when necessary)</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"/></p> <p><input type="checkbox"/> Title 1 Part A: Literacy support personnel for early and upper grades (2) TC Staff Developers (Title I part A)</p> <p>Title 1 Part A (ARRA): Professional Development in the effective integration of technology to enhance student independence and learning.</p> <p>Title 1 Part A (ARRA) and Part A (SWP) Funds for Smartboard Certification for all teachers in our school.</p>

	<p>Use of ARIS system to analyze student progress and adjust instruction Use of Assessment Pro to analyze TC data and measure progress Fund for A Literacy Consultant (TL) C4E funds for Literacy support teacher F-Status Classroom Teachers (TL) Chess-In-The Schools Program Fund to purchase musical instruments Funds to hire Theater teacher for after school program or F-Status Funds to hire dance teacher for after school program or F-Status Funds to hire H-Bank Part Time Technician for the building Fund for Smartboards/Computers/ELMOs/ to enhance Instruction in the classroom Purchase of additional Leveled Nonfiction and Guided Reading books for the classrooms Funds for READ program (early grades) Magazine subscriptions 1-2 per classroom magazine library: National LEAP Reading and Art K-2-General and Special Education students Discovery Education Science/Health/Literacy/Math- Online Learning Renzulli Learning-Online Differentiated Instruction Funds for Achieve3000 (Title II) Geographic for Kids, Scholastic News, Times for Kids American Ballroom Theater Company Residency— New York Post Newspaper initiative</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> TC Assessments (4 times a year) Students must demonstrate progress towards meeting the benchmarks established as per their reading levels. Acuity Reports (twice a year for ELA and Math) NYStart Grow Reports (once a year) DRA (Twice a year) EL SOL Teacher records of student progress/ongoing assessments/ITAs Goal Setting Folders/Team Goals Audio and Visual Recording of projects/imovies/ipods/blogs/efolios/ performances/presentations/ exhibitions/portfolios/documentaries/newsletters digital stories/self-evaluations/group work/team projects and reflections Reading/Writing Celebrations Individual Monthly Projects in Reading/Writing/Math/Science/Arts/Physical Ed.</p>

--	--

**Subject Area
(where relevant) :**

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 15% of our ELLs students who are at beginner and intermediate levels will move up one or two levels to reach advance and/or proficient level as measured by our TC assessments and NYSESLAT.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Our focus for the 2009-2010 school year will be to differentiate instruction for all learners. Small group instruction in reading, math and content areas will be provided to enrich the learning of student meeting and exceeding standards. Additionally, Guided Reading/Guided Writing and the use of Technology will be used during extended day instruction, after school and Saturday programs. We will concentrate our focus on the quality of conferring with students in reading/writing and the content areas. Additionally, we will seek to enhance reading comprehension of nonfiction text for all learners. Each classroom teacher will be asked to attend PD on conferring and apply their learning in the classroom. Teacher and students will be asked to set individual and team goals and to meet regularly to assess, plan and adjust instruction as a result of the data collected. Teachers are to set mid-year and end of year classroom goals.</p> <p>The timeline for benchmark will be every two months beginning in September as follows: November, February, April, June.</p> <p>Instructional Materials: Classroom Libraries, supplemented by Fountas and Pinnell Word Study, Foundations kit, TC Curriculum Binders, Assessment Binders, Planning Guide – Pacing and Alignment Calendar 90 Minute Literacy Block (Readers’ and Writers’ workshop) Intensive Professional Development, including: School-based Teacher-Driven Professional Development Team, which includes the Principal, a Literacy Consultant/Math Coach, F-Status Support Specialist, Peer Coaching,</p>

	<p>mentor (for new teachers) and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school. Ongoing PD for all teachers, coaches, and school administrators. Foundations Training</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"/> Use of ARIS system to analyze student progress Use of Assessment Pro to analyze TC data Fund for A Literacy Consultant (TL) Classroom Teachers (TL) Chess-In-The Schools Program Fund for Smartboards/Computers/ELMOs/ to enhance Instruction in the classroom Purchase of additional Nonfiction and Guided Reading books for the classrooms Magazine subscriptions 1-2 per classroom magazine library: National LEAP Reading and Art K-2-General and Special Education students Discovery Education Science/Health/Literacy/Math- Online Learning Renzulli Learning-Online Differentiated Instruction C4E to fund F-Status Literacy Support Funds for Achieve3000 (Title I) Geographic for Kids, Scholastic News, Times for Kids American Ballroom Theater Company Residency— New York Post Newspaper initiative</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> During the September, 2009 – June, 2010 school year Sept. – Oct. 2009: Identify students Sept. 2009: Begin extended day program Sept. – May: Extended Day program to address the specific needs of these students September, December, February, April, June: TC assessment of student progress</p> <p>TC Assessments (4 times a year) students must demonstrate progress towards meeting the benchmarks established as per their reading levels. Acuity Reports (twice a year for ELA and Math) NYStart Grow Reports (once a year) DRA (Twice a year) ECLAS-E-PAL K-3</p>

	EL SOL Teacher records of student progress Goal Setting Folders/Team Goals
--	--

Subject Area (where relevant) : Math

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By <input type="checkbox"/> June 2011, All Students from Special Education population will have a <input type="checkbox"/> 7% increase from last year's scores standards in Math as measured by the Everyday Math end of unit assessments and Math Standardize tests.
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"/> <p>Instructional Materials/Texts: <i>Everyday Mathematics</i> 3rd Edition. Planning Guide – Pacing and Alignment Calendar Math Block: 60 minutes – Grades K – 2; 75 minutes Grades 3 – 5:</p> <ul style="list-style-type: none"> Warm Up Teaching Lesson Ongoing Learning and Practice / Math Journal Extra Practice / Enrichment / Minute Math Games / Skills Practice / Test Prep <p>Embedded Assessment: Ongoing Assessment; Product Assessment – Looking at Student work; Periodic Assessment – Unit/mid-year/end of year assessment</p> <p>Intensive Professional Development, including: School-based Professional Development Team, which includes the Principal, a full-time Math Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.</p> <p>Ongoing PD for all teachers, coaches, and school administrators</p> <ul style="list-style-type: none"> Everyday Math NCTM standards Staff Development

	<p>75 minutes of Math Instruction</p> <p>Demonstration lessons and workshops to support and align standards based instruction using: manipulative materials, math centers, project based work, Math journals, problem of the day, literacy in Math -- Math backpacks, small group instruction.</p> <p>Infuse literature into math</p> <p>Math special will supplement skills during teacher preparation periods</p> <p>Chess in the Schools programs for grades 2 , 3 and 4 beginning, September, 2009 during the school day and grades 4 and 5 after school</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"/></p> <ul style="list-style-type: none"> • Title I fund for a full time Math Coach • Extended Day Instruction with a focus on Math • Fund for PD to attend workshop in Math in the City • Purchase of Investigation materials. • Fund to purchase manipulatives and math supplemental materials • TL funds to purchase
<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"> • End of unit assessment on math strands every month • Weekly Teacher made assessments on areas of mathematical focus • Periodic assessments/Acuity twice a year • Ongoing formative and summative assessments <p>Students will be asked to set math goals in the areas in need of improvement</p>

**Subject Area
(where relevant) :**

ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, Limited English Proficient (LEP) students will improve their ELA performance with a <input type="checkbox"/> 15% increase of students in beginning and intermediate levels who will move to advance and proficient levels as measured by the English Language Arts and NYSESLAT Assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Our focus for the 2009-2010 school year will be to differentiate instruction for all Bilingual and ESL learners. Students will be provided with additional instructional time through extended day, After school and Saturday academies with a focus on ELL methodologies. This year we are focusing on Building Academic Language through nonfiction text and by improving the quality of conversations in the classroom. Teachers will assess and design lessons to address both the language and content needs. After identifying students' language deficiencies and reading levels, teachers will plan lessons to address the individual needs of all ELLs. Additionally, students will have opportunity to access computers based instructional programs to support and enhance language and content instruction.</p> <p>Small group instruction/Guided Reading/Guided Writing and the use of Technology will be used during extended day instruction, after school and Saturday programs. We will concentrate our focus on the quality of conferring with students in reading/writing and the content areas. Additionally, we will seek to enhance reading comprehension of nonfiction text for all learners. Each classroom teacher will be asked to attend PD on conferring and apply their learning in the classroom. Teacher and students will be asked to set individual and team goals and to meet regularly to assess, plan and adjust instruction as a result of the data collected.</p> <p>Teachers are to set mid-year and end of year classroom goals.</p> <p>The timeline for benchmark will be every two months beginning in September as follows: November, February, April, June.</p> <p>Instructional Materials: Classroom Libraries, supplemented by Fountas and Pinnell Word Study, Foundations kit, TC Curriculum Binders, Assessment Binders, Planning Guide – Pacing and Alignment Calendar</p> <p>90 Minute Literacy Block (Readers' and Writers' workshop)</p> <p>Intensive Professional Development, including:</p> <ul style="list-style-type: none"> School-based Teacher-Driven Professional Development Team, which includes the Principal, a Literacy Consultant/Math Coach, F-Status Support Specialist, Peer Coaching, mentor (for new teachers) and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school. Ongoing PD for all teachers, coaches, and school administrators. Foundations Training

<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> <ul style="list-style-type: none"> • Funding for Bilingual Coordinator • Funding for ESL teacher • Funding for Literacy support staff • C4E Funding for Technology Equipment • Title III funds for supplemental materials
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Title 1: Literacy and ELL support personnel for early and upper grades (2) TC Staff Developers (Title I) Bilingual Instructors ESL Instructors Use of ARIS system to analyze student progress Use of Assessment Pro to analyze TC data Fund for A Literacy Consultant (TL) Classroom Teachers (TL) Chess-In-The Schools Program Fund for Smartboards/Computers/ELMOs/ to enhance instruction in the classroom Purchase of additional Nonfiction and Guided Reading books for the classrooms Magazine subscriptions 1-2 per classroom magazine library: National Geographic Benchmarks for ELLs Science and Social Studies -Building vocabulary through content area. LEAP Reading and Art K-2-General and Special Education students Discovery Education Science/Health/Literacy/Math- Online Learning Renzulli Learning-Online Differentiated Instruction C4E to fund F-Status Literacy Support Funds for Achieve3000 (Title I) Geographic for Kids, Scholastic News, Times for Kids American Ballroom Theater Company Residency—</p>

	New York Post Newspaper initiative
--	------------------------------------

**Subject Area
(where relevant) :**

Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, Limited English Proficient students will improve their Mathematics performance by <input type="checkbox"/> 11% and will meet standards as measured by the End-term Assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Mathematics focuses on problem solving and the application of information within a workshop model. Important topics include measurement, geometry, probability and data interpretation.</p> <p>Everyday Mathematics will be implemented in grades K-5. This curriculum reflects the NCTM goals and emphasizes a strategic approach to learning basic facts and an active involvement in solving problems through whole class instruction, small group and individual work.</p> <p>This program is correlated to the New York State Learning standards and the New York City Performance standards. It introduces mathematics concepts and skills in real-life contexts.</p> <p><u>Components of the Comprehensive Instructional Approach for Mathematics:</u></p> <p>Instructional Materials/Texts: <i>Everyday Mathematics, Third edition</i> Planning Guide - Pacing and alignment calendar Math Block: 60 minutes -Grades K-2 75 minutes -Grades 3-5</p> <p>•Warm -up</p>

	<ul style="list-style-type: none"> •Teaching Lesson •Ongoing learning and Practice •Extra Practice/Enrichment <ul style="list-style-type: none"> •Games/Skills Practice/Test Prep •Assessments: Looking at student work; Periodic assessment - Unit/end of year assessment <p>Everyday Mathematics (Grades K-5) is a standards-based mathematics program, which promotes repeated exposure to new concepts and skills to foster mastery.</p> <p>Math Navigator will be used for students in need of intervention.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><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>C4E funds for professional development in Math</p> <p>Title I funds for math coach position</p> <p>Inquiry study groups with a focus on number sense, operation, measurement and geometry.</p> <ul style="list-style-type: none"> • Use of CAMS for math intervention during extended day • Use of STAMS for math intervention during extended day • Everyday Math 3rd Ed.
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <p>End of unit math assessments from Everyday Math</p> <p>Teacher made assessment based on area in need of improvement taught.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	1	1	N/A	N/A				3
1	2	2	N/A	N/A				14
2	1	1	N/A	N/A	3			14
3	9	9	N/A	N/A	2	1		15
4	7	7			4			13
5	6	6			2			9
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>At PS1 we used the Tier system of intervention.</p> <p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using Imagine Learning (nonfiction reading software program by levels), Achieve3000 a webbased differentiated nonfiction reading that adjust students to their reading levels while exposing them to the same concept taught for all students. Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups.</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
Mathematics:	<p><input type="checkbox"/></p> <p>Our math AIS program also uses the Tier system to provide intervention.</p> <p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: These students received differentiated instruction through small guided group instruction during extended day. Instruction is adjusted by differentiating by ability and by using student data to target instruction to the specific individual learning needs of identified students. Teachers make use of manipulatives, end of unit assessments and regular conferences to determine the type of instructional support or adjustment needed to help</p>

	<p>students meet standards.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups. These students are instructed using STAMS, CAMS, FOCUS, and Math Navigator which are research based math programs that target specific areas in need of improvement for identified students.</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
Science:	<p><input type="checkbox"/></p> <p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using DiscoveryLearning/Science and Renaissance Learning both webbased instructional programs that differentiate instruction based on students' reading levels while exposing them to the content area concepts taught for all students.</p> <p>Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups.</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
Social Studies:	<p><input type="checkbox"/> Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using Imagine Learning (nonfiction reading software program by levels), Achieve3000 a webbased differentiated nonfiction reading that adjust students to their reading levels while exposing them to the same concept taught for all students. Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and</p>

	<p>large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups.</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using Imagine Learning (nonfiction reading software program by levels), Achieve3000 a webbased differentiated nonfiction reading that adjust students to their reading levels while exposing them to the same concept taught for all students. Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups. Teachers also use</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/></p> <p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using Imagine Learning (nonfiction reading software program by levels), Achieve3000 a webbased differentiated nonfiction reading that adjust students to their reading levels while exposing them to the same concept taught for all students. Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a</p>

	<p>minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups.</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/></p> <p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using Imagine Learning (nonfiction reading software program by levels), Achieve3000 a webbased differentiated nonfiction reading that adjust students to their reading levels while exposing them to the same concept taught for all students. Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive more instructional time in smaller groups.</p> <p>Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/></p> <p>Tier I Intervention is intervention for students in need of scaffolding and differentiated instruction in the classrooms. These students receive grade appropriate intervention in the classroom as follows: Using Imagine Learning (nonfiction reading software program by levels), Achieve3000 a webbased differentiated nonfiction reading that adjust students to their reading levels while exposing them to the same concept taught for all students. Additionally, teachers differentiate in how they group their students based on ability, interest and learning style. Teachers provide small group (guided reading/writing instruction), one on one (conferring) and large group mini-lessons.</p> <p>Tier II Intervention is for identified students who after receiving tier I intervention for a minimum of 8 weeks are not progressing academically or are not responding to the type of intervention provided. These students are usually pulled out of the classroom and may receive</p>

more instructional time in smaller groups.

Tier III Intervention is for students who did not make progress from Tier I and/or Tier II intervention or who have been identified or referred with a learning disability. If students were not responding to the intervention previously provided, the instructional plan is adjusted.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 206

Non-LEP 492

Number of Teachers 09

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

Public School 1 has 5 Bilingual CTT classes a self-contained bilingual class, a free standing 2nd grade ESL and a pull out/push in ESL serving ESL students across grades (k-5). The ESL programs are offered for those students whose parents have opted out of our bilingual program, or students who speak a language other than Spanish. Our transitional bilingual programs are as follows within each grade: In our Kindergarten we have the following: three monolingual kindergarten classes; one bilingual collaborative team teaching (CTT) class and one self-contained special education class. In our First grade we have four first grade monolingual classes; one bilingual collaborative team teaching class and one special education. In our second grade we have four monolingual classes; one bilingual CTT second grade class; one self-contained ESL class; and one special education class. On the third grade we have four monolingual classes and one CTT bilingual class. In the fourth grade we have three monolingual classes, one CTT class and one special education class. On the fifth grade we have three monolingual classes; one bilingual class; and one special education self-contained. Additionally, we have a free-standing ESL program which services students in grades K through 5 whose parents have opted out of the bilingual program, or who speak a language other than English. Our Special Education students are also serviced within our free-standing ESL program. Students in free-standing ESL receive 45 minutes of ESL with the ESL teacher and an additional 45 minutes of ESL content area instruction in their classroom. Our free-standing ESL students are grouped according to English Language Acquisition levels and individual needs: beginning, intermediate, and advanced. Our ELL's in our bilingual classes will receive instruction in the content areas according to their level of English Language Acquisition. Some of the instructional strategies that are employed by our staff for our ELLs are differentiated instruction, scaffolding, balanced literacy, TPR, and the natural approach to ensure English language acquisition. Our staff is using strategies that are outlined in the Principles of Learning which have been established to implement Academic Rigor. The ESL standards, balanced literacy, math ELLs lesson studies, core curriculum as well as Quality Teaching for English Language Learners are also implemented in our bilingual classes and in our ESL instruction. All teachers employ student centered learning in their classrooms as well inquiry based learning activities. The teachers are trained in data analysis and are able to group their students by levels of English language proficiency through the use of class profiles and R-Lat data and NYSESLAT Scores.

A. Curricular:

Public School 1 follows a Balanced Literacy Program that is driven by the use of the workshop model. Our ELL population participates in the same model with a greater emphasis on vocabulary building and a focus on language and content objectives. Our ELL students in need of academic intervention services receive services from an academic intervention specialist in order to support academic progress as well as language acquisition. Our Saturday Ell Academies and Extended Time Programs also provide academic support and enrichment for our ELL population.

B. Extracurricular : Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. Such programs may include art, music, sports, clubs, etc.

Parent/community:

We have various parent and community involvement meetings that are designed especially for our Ells. We have two Parent Mandated Orientations, one in the fall and one in the spring. Our fall meeting is in September to discuss placement and program orientation. Our Spring Meeting which is held in May is designed to discuss assessment and student data. During this time, parents meet with the school's ESL Coordinator who reviews with the parents the program mandates, requirements and mandated test data (NYSESLAT Scores, RLAB Scores) for those who are proficient and have opted to remain in our bilingual program. Additionally, computer training and ESL classes will be provided for parents to enhance their parenting skills and to improve parent-school communication. Parent involvement will be maintained by promoting parents to attend class trips (i.e. Museums, Wildlife Conservation Society, Botanical Gardens, and Safety City).

Project Jump Start:

Our newly enrolled Ells are encouraged to participate in our Summer Ells Enrichment Program which targets students who have been in the United States less than three years. We offer this program to our newly enrolled Ells in grades three, four and five, the program consists of five weeks of literacy, math and ESL strategies with planned activities, trips to ensure an easy transition into English language acquisition.

Staff Development (2010-2011 activities —tentative dates and ELL-related topics):

Staff development for our bilingual and ESL teachers throughout the year have been numerous. We began with classroom set-up, assessment training in EL SOL, how to incorporate ESL strategies in the content areas, guided reading in Spanish, and Quality Teaching for English Language Learners. Specific workshops for Ell's will be conducted throughout the year by our Staff Developers, Instructional Specialist, and LSO/ELL specialists. These workshops will emphasize English Language Acquisition with Academic Rigor which will ensure English Language proficiency. We plan to have about two professional development sessions a month designed to meet the educational needs of our Ell's population. In September we plan to train our teachers in data analysis and Shelter Instruction (SI) using the SIOP model for planning lessons and to ensure quality instruction for our Ells. Professional development on Shelter Instruction and Specially Designed Academic Instruction in English (SDAIE) will be ongoing and will continue throughout the year as follows:

Support services provided to LEP students :

Our ELL population will receive additional support and attention from our AIS coordinator who will review academic progress and data for this population and provide a schedule for academic intervention services. In addition our ELL population will be participating in our extended time block of fifty-minutes of small group instruction three times a week. This population will also be offered the opportunity to receive services from our supplemental educational service providers.

Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. The Spanish LAB is administered once in a student's educational experience in order to measure

their entering language proficiency in their native language. The ELE assessment is administered yearly to bilingual students and it is used to measure growth in their native language of Spanish.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The school has formed a study group with a concentration on implementing and creating effective lessons to address both the language needs and academic needs of identified students. Teachers meet twice a month on Mondays and meet regularly during common planning time to analyze data and plan units of studies to address the learning needs of students in need of supplemental instruction. These students get additional instruction through the ELL academy which take place during the after school and Saturday programs

Section III. Title III Budget

School: 07X001

BEDS Code: 320700010001

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	29,900	<input type="checkbox"/> Title III LEP Program School Building Budget Summary <table border="1"> <tr> <td colspan="3">Allocation :</td> </tr> <tr> <td>Budget Category</td> <td>Budgeted Amount</td> <td>Explanation of Proposed Expenditure</td> </tr> <tr> <td>Professional staff, per session, per diem (Note: schools must account for fringe benefits)</td> <td>\$ 9,091.20 Per session</td> <td>Each teacher will work 4 hours a week at \$47.35 per hour. Four teachers will equal 16 hours a week. The after school program will run for approximately 12 weeks for a total of 192 hours.</td> </tr> </table>	Allocation :			Budget Category	Budgeted Amount	Explanation of Proposed Expenditure	Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 9,091.20 Per session	Each teacher will work 4 hours a week at \$47.35 per hour. Four teachers will equal 16 hours a week. The after school program will run for approximately 12 weeks for a total of 192 hours.
Allocation :											
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure									
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 9,091.20 Per session	Each teacher will work 4 hours a week at \$47.35 per hour. Four teachers will equal 16 hours a week. The after school program will run for approximately 12 weeks for a total of 192 hours.									

		<table border="1"> <tr> <td></td> <td> Professional Development \$ 1,136.4 \$ 4, 545.60 </td> <td> 4 teachers x 4 hours x 12 weeks = 192 hours \$ 47.35 x 192 hours = \$ 9,091.20 1 Staff Developer x 2 hours x 12 weeks = 24 hours \$47.35 x 24 hours = \$1,136.4 4 Teachers x 2 hours x 12 = 96 \$47.35 x 96 hours = \$ 4,545.60 </td> </tr> <tr> <td>Purchased services such as curriculum and staff development contracts</td> <td>\$ 7,000.00 \$ 7,000.00</td> <td>\$7, 000.00 Instructional Technology Computers/Ipods/Digital-Video Camaras for Oral Language Assessments and Development of Listening skills. \$7,000.00 Non- Fiction Reading and writing program targeting ELL students at their reading level Includes 3 workshop sessions of training for parents</td> </tr> <tr> <td>Supplies and materials</td> <td>1, 126.8</td> <td>Folders, Xerox papers, Chart Papers, Crayons, etc...</td> </tr> <tr> <td>Travel</td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> </tr> <tr> <td>TOTAL</td> <td>\$ 29, 900</td> <td></td> </tr> </table>		Professional Development \$ 1,136.4 \$ 4, 545.60	4 teachers x 4 hours x 12 weeks = 192 hours \$ 47.35 x 192 hours = \$ 9,091.20 1 Staff Developer x 2 hours x 12 weeks = 24 hours \$47.35 x 24 hours = \$1,136.4 4 Teachers x 2 hours x 12 = 96 \$47.35 x 96 hours = \$ 4,545.60	Purchased services such as curriculum and staff development contracts	\$ 7,000.00 \$ 7,000.00	\$7, 000.00 Instructional Technology Computers/Ipods/Digital-Video Camaras for Oral Language Assessments and Development of Listening skills. \$7,000.00 Non- Fiction Reading and writing program targeting ELL students at their reading level Includes 3 workshop sessions of training for parents	Supplies and materials	1, 126.8	Folders, Xerox papers, Chart Papers, Crayons, etc...	Travel			Other			TOTAL	\$ 29, 900	
	Professional Development \$ 1,136.4 \$ 4, 545.60	4 teachers x 4 hours x 12 weeks = 192 hours \$ 47.35 x 192 hours = \$ 9,091.20 1 Staff Developer x 2 hours x 12 weeks = 24 hours \$47.35 x 24 hours = \$1,136.4 4 Teachers x 2 hours x 12 = 96 \$47.35 x 96 hours = \$ 4,545.60																		
Purchased services such as curriculum and staff development contracts	\$ 7,000.00 \$ 7,000.00	\$7, 000.00 Instructional Technology Computers/Ipods/Digital-Video Camaras for Oral Language Assessments and Development of Listening skills. \$7,000.00 Non- Fiction Reading and writing program targeting ELL students at their reading level Includes 3 workshop sessions of training for parents																		
Supplies and materials	1, 126.8	Folders, Xerox papers, Chart Papers, Crayons, etc...																		
Travel																				
Other																				
TOTAL	\$ 29, 900																			
		<input type="checkbox"/>																		
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A																		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials.	1, 126.8	<input type="checkbox"/> Folders, Xerox papers, Chart Papers, Crayons, etc...																		

- Must be clearly listed.		
Educational Software (Object Code 199)	7,000.00	<input type="checkbox"/> Instructional Technology, computers/Ipods/Digital Video Camaras for Oral language assessments and development of listening skills.
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

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. We use a combination of qualified staff members who can translate documents, translation softwares as well as contracted services to ensure documents are available to parents and students of a language other than English.
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. Our findings reveal that 90% of our students in need of translation come from Spanish speaking families. Additionally, we have the following other languages at our school: Two Arabics, one Mandarin and one French Creole.

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.

We use our department of education translation services as well as traduceahora.com. We are also currently researching on translation equipment to be used during parent-teacher conferences.

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

We have a minimum of 8 staff members who are fully bilingual and can address the needs of Spanish speaking parents. When in need of translation to parents of other languages than Spanish, we use school funds to contract translators to come and do translation for conferences, meetings and important events.

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>.

We have a binder at the Parent Coordinators' office and the main office at the school with all the information regarding procedures that meet this regulation. Additionally, all posters and signs with clear indication of language support are posted around the main entrance of the school building.

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:	578, 442	n/a	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5, 784		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28, 922	*	
4. Enter the anticipated 10% set-aside for Professional Development:	57, 844	*	

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

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

N/A

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

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

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

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

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.

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 comparison of Public School 1 to similar schools in New York City for 2009 indicates the following achievement:

State and Citywide English Language Arts Test: In Good Standing

Title 1 Annual Analysis shows a seven (10) year trend in students' progress toward meeting adequate yearly progress (AYP). Public School 1 achieved the following AYP:

Meeting Reading Targets:

2001:	Yes
2002:	No
2003:	Yes
2004:	No
2005:	No
2006:	No
2007:	No
2008:	Yes
2009:	Yes
2010:	No

Meeting Mathematics Targets:

2001:	No
2002:	No
2003:	Yes
2004:	Yes
2005:	Yes
2006:	Yes
2007:	Yes
2008:	Yes
2009:	Yes

2010 Yes

Accountability Status:

According to the 2009 Report Card, Public School 1 is considered "In Good Standing" in Reading and "In Good Standing" for Mathematics and Science.

Accountability Status:

Title 1 accountability status in elementary –level Reading indicates

Did not Meet AYP in ELA for 2009-2010 and Met AYP in Math for the 2009-2010

2. Schoolwide reform strategies that:

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

The area in need of improvement at Public School 1 is the ELA academic achievements of many of its students, as measured by the results on the State and City standardized assessments. A review of Winter 2009 ELA State and City standardized assessments and Spring CTB Math Assessments indicated that 54% of students are meeting or exceeding State standard (Level 3 or higher) in English language arts, and nearly 76% are the State standard in mathematics. We are excited to observe that ELA scores improved from 14% up from 40% in 2008 to 54% in 2009 and 14% up from 62% in 2008 to 76% in 2009 in mathematics. These results reveal that the ELA interventions and rigorous balance literacy approach are working and consequently our school is now "In Good Standing."

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance: the implementation of effective, research based strategies to address the large number of students lacking basic skills in both reading and mathematics; improving instruction for special education students by increasing opportunities for inclusion into the general education program as well as providing intensive professional development for teachers in specialized strategies to meet the needs of special populations; and the implementation of effective strategies for meeting the needs of the growing ELL population. Therefore, the Public School 1 Comprehensive Educational Plan for 2010-2011 will reflect a concerted effort and specific plans to address the academic achievement of all students, with an emphasis on focused interventions for the special education and ELL students.

Currently, all grades are using Everyday Mathematics (3rd edition) which has been selected as the uniform citywide program for mathematics and is implemented during a 75-minute math block. As part of the citywide initiative, the school will continue to have a full-time math coach to support the effective implementation of the program through focused, on-site math staff development. Additionally, public school 1 will use Math Navigator, as intervention for our math students not meeting standards and will continue to form part of Math in the City which also offers extensive math professional development as part of the program.

Public School 1 will take a continuous improvement, data driven approach to improving student performance, using item analysis, student work folders, and other indicators (i.e. TC Assessments,) to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. Item Skills Analysis (i.e. NYStart Reports, Teacher/Student conferring notes) will help teachers focus on specific student areas in need of extra instructional support. Other assessments (which are new this year) will be used to drive instruction including; Acuity assessments, (grades 3-5) TC Reading and Writing Assessments for the entire school and ECLAS (Early Childhood Language Arts System) in grades K-3. Additionally, the school will begin to collect and analyze TC data via the internet. We believe this will enhance data analysis and speed up access to assessment results to ensure the academic achievement of proficient and advanced students.

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.

□

Public School 1 has made a tremendous effort in providing additional support to students in need of A.I.S. The AIS team meets twice a month with the instructional team to analyze data, plan intervention, assess and discuss student academic progress. They also provide daily instruction and interventions to groups of students needing assistance in reading and mathematics. Through Wilson (grades 3-5), Great Leaps (grades 2-5), Reading Recovery (1st grade), Read Naturally (grades 2-5), Foundations (grades K-2), Lexia and Math Navigator (all grades) our students in most need of academic services are provided with these research-based targeted instruction. Based on their proficiency levels, these students are further serviced by the school's Intervention Teachers and during Extended Day Programs, After School Tutoring Programs and

Saturday Programs. Funds from School-wide Project and Project Arts are used to provide an extensive After-school Program targeting the Arts and further focus on reading and math skills. Additionally, our intensive Saturday Literacy and ELL Academies (grades 3rd, 4th and 5th) provide further instruction to help students improve on their reading comprehension, fluency, speaking, listening, vocabulary, and writing skills.

- o Help provide an enriched and accelerated curriculum.

- We have taken a school wide approach to differentiated instruction to meet the need of each individual students.

- Consequently, our staff is focusing on providing high quality conferring to target and address the individual needs of their students. Teachers use the data collected from conferences to make decisions about groupings, areas in need of attention and curriculum adjustments.

- o Meet the educational needs of historically underserved populations.

-

- Additionally, other supplemental programs are provided such as: Renzullilearning.com, discoveryeducation.com and imagine learning to enhance and focus on the specific needs of special education, ELLs and at risk student in need of additional instruction in core subject, math and reading comprehension.

- 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.

-

- The school's current instructional initiatives for Literacy include the implementation of a Balanced Literacy Approach for reading, which consists of: independent / paired reading, shared reading, guided reading, interactive read aloud, phonics and word study and all main components of the readers' and writers' workshop which includes writing conferences. This will form the basis of the uniform citywide literacy program, and will be implemented during the readers' and writers' workshop for grades pre-k to 5. Our classroom libraries, support personnel (SBST/AIS team), and our Literacy Consultant and TC Staff Developers will further support literacy instruction in our school.

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

- All programs mentioned on the CEP are proven research based programs approved by the department of education.

3. Instruction by highly qualified staff.

- All teachers in our school are 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.

Our school has created a yearlong professional development program that addresses the needs of all teachers both individually and as a group. Administrators are able to meet with each teacher to design professional development goals for the year. Teachers have an opportunity to choose an area in which they would like to improve. The administration is also able to select an area in which they believe the teacher needs to focus in order to maximize student learning. Teachers then are provided with a menu of professional development option to choose from that fit their learning style, interest and area of focus. These are among some of the main PD activities:

Study groups: Provided by coaches, administrators, literacy specialist, math specialist, the principal and other teachers.

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

PS1 has designed an instructional support team with the main focus to develop teachers to excel at their profession. We have created a professional working environment where teaching and learning is highly valued by all members. Last year we did not have any teacher leaving our school and we feel it had to do with the high level of support and quality of training.

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

The school has weekly and monthly ongoing professional development for parents, parents workshops, activities and events designed to increase the involvement of all parents. Our goal is for parents to be equal partners in the education of their children as well as to have plenty of opportunity to participate in learning activities that will help them become more successful parents and individuals.

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.

We have a very successful Pre-k program that gives 36 students opportunity to attend our Pre-k program. Parents are able to enroll students for a morning and afternoon program where students are provided with the conditions to engage and fully experience the school environment.

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.

At PS1 each grade is a horizontal team. All teachers within a grade are part of that team. Similarly, all cluster teachers and support staff are also part of a team. Additionally, each teacher functions as an Inquiry Team. Each teacher has as part of their schedule an opportunity to meet weekly during common planning and prep periods to meet, look at student work, analyze student data and make and adjust lesson plans and curricular to address the specific needs of each student and to make decisions about type of interventions and program students may need to meet standards.

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.

We use Assessment Pro which is a data system that allows us to look at student's progress over time in English Language Arts. Through this system teachers and administrators can get an at a glance of students' academic progress over time. Additionally, students are regularly tested to measure progress and effectiveness of instruction provided. These benchmark check points are observe weekly and monthly and decisions are made every 8 weeks depending on the student progress and what the data reveals.

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.

We are a Title 1 school. Title I funds allows to bring other program such as Brain Education, responsive classroom, Response to Intervention, Peer Mediation, Studio in the School, Dancing Classrooms, Chess in the school, Learning Leaders and LEAP (Learning through Enhance Arts Program).

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

Explanation/Background:

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

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	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.

□

Our continuing efforts will focus on a school-wide focus on strengthening home-school relationships and increasing parent and community involvement. To support parent involvement efforts, a parent coordinator will continue to be assigned to the school for the 2010-2011 school year. We have also added a bilingual guidance counselor position to address the social and emotional needs of our students.

The following positions are funded for extra support to basic school staffing:

1 Bilingual Coordinator/Data Specialist

- Provides professional development and coaching for bilingual and ESL teachers
- Facilitate and coordinates study groups among bilingual teachers
- Is responsible for all compliance issues regarding the school's Bilingual program
- Provides resources and support to Bilingual and ESL teachers
- Attends appropriate workshops and disseminates information to teachers and staff
- Supervises and executes school purchases and orders of materials and supplies
- Collect and analyze data for the entire school
- Publish Inquiry Team Newsletter Monthly

1 ESL Teacher / Coordinator/Technology Support

- Provides ESL instruction to "opted out" ELL students
- Facilitates all LAB testing and maintenance of records
- Is responsible for all compliance issues regarding the school's ESL program
- Provides ESL support to the bilingual staff
- Attends appropriate workshops and disseminates information to teachers and staff
- Provide Technology Support to teachers and staff

1.4 Social Workers

- Work with mandated and at risk students and provide crisis intervention when needed
- Chair the Pupil Personnel Team and suggest models of intervention
- Provide support services to students, parents and teachers
- Refer families to outside agencies as needed

2 Guidance Counselors

- Work with mandated and at risk students and provide crisis intervention when needed
- Chair the Pupil Personnel Team and suggest models of intervention
- Provide support services to students, parents and teachers

- Refer families to outside agencies as needed
- Provide ongoing peer-mediation and conflict resolution workshops for students and parents

1 F-Status AIS Teacher/Mentor

- Provides screening of at risk students
- Provides intervention strategies for students who are referred from PPT
- Provides training for AIS teacher and team
- Conference with parents and teachers
- Facilitates AIS meetings and conduct workshops with a focus on intervention for classroom teachers
- Provides additional resources, materials and intervention tools to classroom teachers and staff
- Assists with the collection and analysis of data regarding assessment, evaluation and progress of struggling students
- Attends appropriate regional workshops and disseminates information to the teachers and staff

1 F-Status Math Support/Mentor

- Provides screening of at risk students
- Provides professional development support for special education teachers
- Conference with parents and teachers
- Facilitates AIS meetings and conduct workshops with a focus on intervention for classroom teachers
- Provides additional resources, materials and intervention tools to classroom teachers and staff
- Assists with the collection and analysis of data regarding assessment, evaluation and progress of struggling students
- Analyze, interpret and present data to teachers to assist them in their planning and implementation of lessons.
- Provide Math Pull-out, Push-in Instruction

1 F-Status Literacy Support/Mentor Teacher

- Provide mentoring to new teachers in the school and to the educational system
- Provide in classroom support and modeling for all teachers in need of support
- Facilitate professional development workshops
- Make resources accessible to teachers and assist in the leveling and administration of books and classroom libraries
- Maintain, organize and disseminate literacy resources
- Attend appropriate meetings and workshops to enhance skills and practices
- Support teachers in their planning of lessons and curriculum alignment
- Analyze, interpret and present data to teachers to assist them in their planning and implementation of lessons.

1 **Library Teacher**

- Provide open access to the school library
- Provide assistance to students in planning and submitting research-based projects
- Provide assistance to teachers in planning for instruction
- Maintain, organize and disseminate resources
- Attend appropriate meetings and workshops to enhance skills and practices
- Serve as liaison for district and city contests
- Participates in the Robin Hood Library Initiative
- Supports literacy instruction in the classroom setting

1 **Library Assistant (Paraprofessional)**

- Required by Robin Hood
- Assist the Library Teacher with individualizing instruction and grouping
- Assist the Library Teacher with maintenance, organization and dissemination of resources

SWP funding is used to ensure students have the appropriate instructional programs, teachers and resources. These include the purchase of leveled classroom libraries, computers, smartboards and instructional supplies necessary to create successful learning conditions for all students.

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

Once a month we have school wide meetings to discuss and address the needs of all students. Additionally, the school wide schedule includes opportunity for teachers to plan weekly during common planning and prep periods. These planning times allows for school based support staff, AIS instructor and the instructional team look at data to make decisions regarding curriculum adjustments and programs of instruction.

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;

Our Extended day program meets four days a week for a duration of 37.5 minutes. Teachers have an opportunity to focus on students specific learning needs in a smaller group environment. Additionally, students are given opportunity to join our zero period instructional program (before school starts); after school academic programs and Saturday Academies.

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

We are part of the Teachers College reading and writing program. Through this program, our school is able to provide high

quality instruction for teachers, students and administrators. Additionally, our school also participates in professional development provided by Math in the City.

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

We have five CTT classes that allows for instruction of two teachers in the classroom. Students who are pull out are students in need of SETTS and other mandated services. For the most part, instruction is provided in the classroom.

4. Coordinate with and support the regular educational program;

With support with our LSO, ICI extensive professional development is provided to teachers and staff members. Our LSO, provide us with a menu of professional development in all subject areas and allows us to choose the programs that are essential to our the needs of our school.

5. Provide instruction by highly qualified teachers;

All our teachers are highly qualified and certified.

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

P.S.1 has a full time math coach, a literacy consultant and a bilingual coordinator. They conduct professional development workshops, co-teach, present model lessons and develop lesson plans with teachers. They assist in the implementation of school wide initiatives and review assessment results of students to inform teaching.

Administrators, Coaches and Staff Developers work directly in the classrooms with teachers and children throughout the school day. This modeling, co-teaching, coaching conferring, planning and assessing have been very effective in providing teachers with the support necessary to learn new programs, develop expertise in teaching them, individualize instruction and develop and use assessment effectively. The relationships that develop between the professional development staff and the teachers enable ongoing conversations about issues that are of concern.

Selected teachers attend literacy, math, and content-based workshops offered by the region to enhance their development and learn new programs and improve their teaching craft.

Professional Development Menu: The suggested lengths for these PDs are one or two modules and should be the outcome of a joint decision with your supervisor.

- **Study Groups**
- **Case Studies**
- **Differentiated Instruction**
- **Project Based Learning**
- **Data-Driven Instruction**
- **Portfolio Assessment**
- Tutoring/small group instruction
- Developing student leadership
- Interclass visits/workshop attended
- Professional book club
- Curriculum planning
- Understanding by Design (framework for planning)
- Video presentation of demo lessons
- Facilitating workshops
- Looking at student work
- Classroom environment to improve instruction
- Collaborative Team Teaching/ Interdisciplinary projects
- Academic Intervention Services
- Walkthroughs/Learning Walk

7. Provide strategies to increase parental involvement; and



- There will be a conference schedule for each module. At the beginning of the year we will begin with the Parent Orientation in September and Curriculum Night in October. These conferences will serve to get acquainted with new parents and to welcome them. (Teachers are expected to attend these conferences and will be compensated accordingly)
- If parents are unable to attend a conference, teachers should attempt to reschedule or conduct a phone-conference as a last resort.
- If a translation is required, ask parents to let us know and we will provide a translator for them.

Conferences

1st - November 10, 2010 between 1:00pm - 3:00pm and 5:00pm - 7:30pm

2nd - March 16, 2011 between 1:00pm - 3:00pm and 5:00pm - 7:30pm

Fall

Afternoon: Wednesday, November 10
Evening: Wednesday, November 10

Spring
Afternoon: Tuesday, March 16
Evening: Tuesday, March 16

Phone Contact with Parents

Teacher generated calls to parents with comments regarding students' academic and behavior progress about their child is expected. Please keep a log of all parent calls with a brief summation of what was discussed. When parents call the school for you and you are unavailable, a message will be placed in your mailbox. Please be prompt in returning calls.

Curriculum Letters

All teachers will send a curriculum letter at the beginning of each month (Assessment Pro generate or teacher made). These letters will serve to inform parents about students' academic progress, behavior, what the students will be learning in the new module, and providing information to parents about what they can do at home to maximize their child's academic growth and performance.

Workshop for Parents

- Workshops will be offered to parents throughout the year. Please speak with Ms. Robin and Ms. Arroyo if you want to find out more information.

Sending Notes Home

- Periodically, the school mails notices home. To have a subject-related notice included in the mailing, speak to the Principal.
- Any letters or messages sent home should be discussed with a supervisor or the principal before it is sent.
- All information sent to parents must be translated when appropriate. See Ms. Arroyo for assistance in translation.

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

We combine all funding to meet the needs of all learners and a special focus placed on the students in need of additional instructional support.

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.)
14
2. Please describe the services you are planning to provide to the STH population. These students are provided with small group instruction that is targeted to their specific learning needs. Additionally, they are provided with counseling and advisory to guide their academic progress.

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).
n/A

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

N/A

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

N/A

CEP RELATED ATTACHMENTS

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

File Name - 28_07X001_030411-151123.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 3	District	School Number	School Name The Courtlandt School
Principal Jorge Perdomo		Assistant Principal Carlin Rahynes	
Coach Rogelio Herrera		Coach type here	
Teacher/Subject Area Mr. Anthony Nunez		Guidance Counselor Estefania Hernandez	
Teacher/Subject Area Ms. Luisa Valentin		Parent Florence Francis	
Teacher/Subject Area Mrs. Marie Vargas		Parent Coordinator Angelica Arroyo	
Related Service Provider Mrs. Michelle Carabalo		Other type here	
Network Leader type here		Other type here	

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	5	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	696	Total Number of ELLs	196	ELLs as Share of Total Student Population (%)	28.16%
------------------------------------	------------	----------------------	------------	---	---------------

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.

ELL placement

At registration every family receives documentation where a HLIS is included. Pupil personal and one of our bilingual or ESL educators conduct an interview where we can determine if there is another language spoken at home. This HLIS is immediately processed by pupil personal and if the child speaks other language than English a LAB-R is schedule within 10 days of enrollement. The LAB-R is administered by a licensed ESL teacher. The staff involved in the interview and the placement process speak English and Spanish. If an interpreter is needed we make the arrangement to provide one. Translation services are always provided. HLIS are stored in the record folders of the students and a copy is kept in the office. Spanish lab is also administer to students to determine their placement in bilingual classes.

Once the student has taken the LAB-R, we will rule out ESL or Bilingual servives or we will meet with the parents to explain the different options that are offered by NYC Public Schools when the child falls under our ELL umbrella. Parent Surveys and entitlement letters are sent to parents to keep them informed of all happenings concerning this decision. At those meetings; the parents of our newly identified ELLs are shown a video, presented with documentation and we make sure that every question is properly addressed in order to help parents make the choice they feel better for their children. Once the child is placed in one of the programs parents are sent letters to confirm their choice and we may meet them again to explain how parent involvement will help students achieve proficiency. We use parent's choice of language to communicate with parents.

Entitlement letters as well as other communications about this process are stored in the office.

The instructional program for English Language Learners is consistent with CR Part 154 guidelines for time allocation of 2 units to beginners and intermediate and one unit for advanced students. Our program strives to raise the standards of all ELL students in a freestanding ESL program. The Bilingual program is transitional and it starts with 60/40 as students progress and move out of the program. After passing the NYSESLAT, students are placed in monolingual groups. Ells enrolled in bilingual classes receive instruction in English based on their proficiency level as established by the LAB-R (New Admits) and NYSESLAT. CR Part 154 regulations are used in differentiating the amount of time in English Language instruction and in Native Language Arts.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is administer to identify the child as an English Language Learner or to determine if s/he is English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms where these programs are being implemented. Parents also view a parent information DVD where program placement options are presented with clarity and objectivity in their native language. This parent orientation DVD is available in nine

languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Public School 1 offers several parent meetings with The Principal, Coordinators, ESL teachers and Parent Coordinator where we converse with parents about all the options offered by NYCDOE. They are given the opportunity to ask questions in order to make informed choices regarding the program in which their children will participate. Parent surveys are distributed and collected at the meetings.

The vast majority of parents seek the Transitional Bilingual Program and a smaller amount of parents seek a free-standing English as a Second Language Program. Our programs are aligned with parent's request. The responses received from parents indicate that an ESL or TBE is their choice of programs. When needed, we refer parents to a neighboring school when they choose a program we do not offer such as Dual Language. Based on our analysis of parent choices, there are not enough parent choosing Dual Language as their first choice; therefore, PS 1 does not offer Dual Language. PS 161 and PS 25 in District 7 offer a Dual-Language Program that our parents can choose for their children. These referrals, when necessary are offered, recorded and stored.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	188	Newcomers (ELLs receiving service 0-3 years)	129	Special Education	12
SIFE	5	ELLs receiving service 4-6 years	53	Long-Term (completed 6 years)	6

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	74	5		30			1			105
Dual Language										0
ESL	56		7	22		5	5			83
Total	130	5	7	52	0	5	6	0	0	188

Number of ELLs in a TBE program who are in alternate placement: 8

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	14	18	24	20	11	15								102
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	14	18	24	20	11	15	0	102						

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	20	18	11	6	10								75
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	3	1											5
TOTAL	11	23	19	12	7	10	0	0	0	0	0	0	0	82

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. How is instruction delivered?

Bilingual Classes

There is one bilingual class in each grade and they are grouped heterogeneously (mixed proficiency levels). Within the classes, students are grouped according to their proficiency level for instruction. Students who are grouped as beginners and intermediates receive two units of ESL instruction (360 minutes) weekly, and advanced ELLs receive one unit of ESL instruction (180 minutes) weekly and one unit of English Language Arts (180 minutes) as per NYS NLA Standards and NYS ESL Standards. Our English Language Learners in our bilingual classes will receive instruction in the content area according to their level of English Language Acquisition.

Bilingual classes follow the TC units of study.

Bilingual Classes

There is one bilingual class in each grade and they are grouped heterogeneously (mixed proficiency levels). Within the classes, students are grouped according to their proficiency level for instruction. Students who are grouped as beginners and intermediates receive two units of ESL instruction (360 minutes) weekly, and advanced ELLs receive one unit of ESL instruction (180 minutes) weekly and one unit of English Language Arts (180 minutes) as per NYS NLA Standards and NYS ESL Standards. Our English Language Learners in our bilingual classes will receive instruction in the content area according to their level of English Language Acquisition.

Bilingual classes follow the TC units of study.

ESL

There is a Push-in/ Pull out ESL program for those students whose parents have opted out of our bilingual program, or for those students who speak a language other than Spanish. Students who are identified by the LAB-R and the NYSESLAT to be eligible for ELL services are placed in either bilingual self-contained classes or in monolingual classes with a push-in and pull-out ESL services

ESL classes follow thematic units that support instruction for general education classes.

Some of the instructional strategies that are employed by our staff in both of our programs are differentiated instruction, scaffolding, Core balanced literacy and balanced mathematics programs, and the natural approach to ensure English Language Acquisition. Our Staff is using strategies that are outlined in the Principles of Learning that have been established to implement academic rigor. The ESL standards, Balanced Literacy, math ELLs lesson studies, core curriculum as well as Quality Teaching for English Language Learners are also implemented in our ESL instruction.

All teachers employ student centered learning in their classrooms as well as inquiry based learning activities. The teachers are trained in data analysis and are able to group their students by levels of English Language proficiency through the use of class profiles (EL-SOL/ECLAS2 and DRA/EDL2) and LAB-R data and NYSESALT scores.

2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

Classroom teachers are provided with NYSESALT data during PDs and Faculty Conferences. Teachers use this data to prepare and deliver instruction to ELLs. ELA is delivered explicitly according to the student's English language proficiency levels. Their English language acquisition level will determine the amount of time for each class of ELA instruction. Students in the advance level of language acquisition receive 180 minutes of ELA instruction per week. In our transitional bilingual education program the classroom teacher delivers it.

Teachers are informed about the Mandated number of units students receive according to Part 154 and based on the results of the NYSESALT. Teachers receive a copy of the students data.

In our transitional bilingual education program, Native language instruction is delivered according to the student's English language proficiency levels. The more the student acquires English language skills, the less time is needed for native language. Native Language Arts instruction is always delivered to ELLs in the transitional bilingual education program for 180 minutes per week. ELLs in our free-standing ESL program do not receive Native Language Arts instruction. Native Language support is used when needed and possible to support our ELLs in our free-standing ESL group. The ESL instruction is delivered through the balanced literacy approach targeting literacy instruction through read alouds, shared reading, interactive writing, shared writing and word study. Specific strategies and scaffolds such as small group instruction, hands-on activities, visuals, and technology (such as Smartboards, document cameras, flip cameras) are employed in each classroom to support the different needs and learning styles of the students with their language development and the content areas: math, science, social studies and literacy.

3. How do you differentiate instruction for ELL subgroups?

SIFE

Planning for SIFE students include, an assessment of their skills in their native language and in English. Any information supplied by the last school the student may have attended is reviewed. The parent survey is also utilized to facilitate background information to better service the student. Materials chosen are based on information acquired and the academic needs of the student. These students are given academic intervention (one-on-one, tutoring and Native Language intervention) accordingly, Title III after-school, Title III summer enrichment program, Saturday program, extended day and support from an off-site agency when needed. These supports mentioned above afford students with opportunities to develop their language and content skills through extra support and small group focused around their needs. In addition, native language support is provided to the students falling under this category with books, dictionaries and audio books in their native language. Some of these students come with social and emotional needs that may require counseling which are addressed by our counseling staff.

Newcomers

Newcomers are first assessed in their native language and in English through informal assessments at registration and in their classrooms. The data is reviewed and students are grouped according to their proficiency level based on their LAB-R or NYSESALT data. Materials and instruction in the four modalities are provided to meet the needs of the student. These students are given ELA academic intervention services, since the NCLB now require ELA testing for ELLs after one year. These students are given Title III after-school and Title III summer school enrichment program. Within the classroom there is small group instruction and partner work, where students are paired according to language ability. Classroom libraries are filled with resources in Spanish and books on various levels to meet the needs of the students. Specific strategies and scaffolds such as small group instruction, hands-on activities, visuals, and technology (such as Smartboards, document cameras, flip cameras) are used in each classroom to enhance learning.

Students who have been in the program for 4,5,or 6 years.

Students who have been in the program for more than 3 years and less than 6 we provide extra support for them. This support includes but not limited to: extended day programs, after school program, early morning programs, parent's meeting, personal conference with the students, goal setting and constant assessment.

Long Term ELLs

We have very few students that are long term ELLs. These students are assessed in order to determine what skills need to be developed for

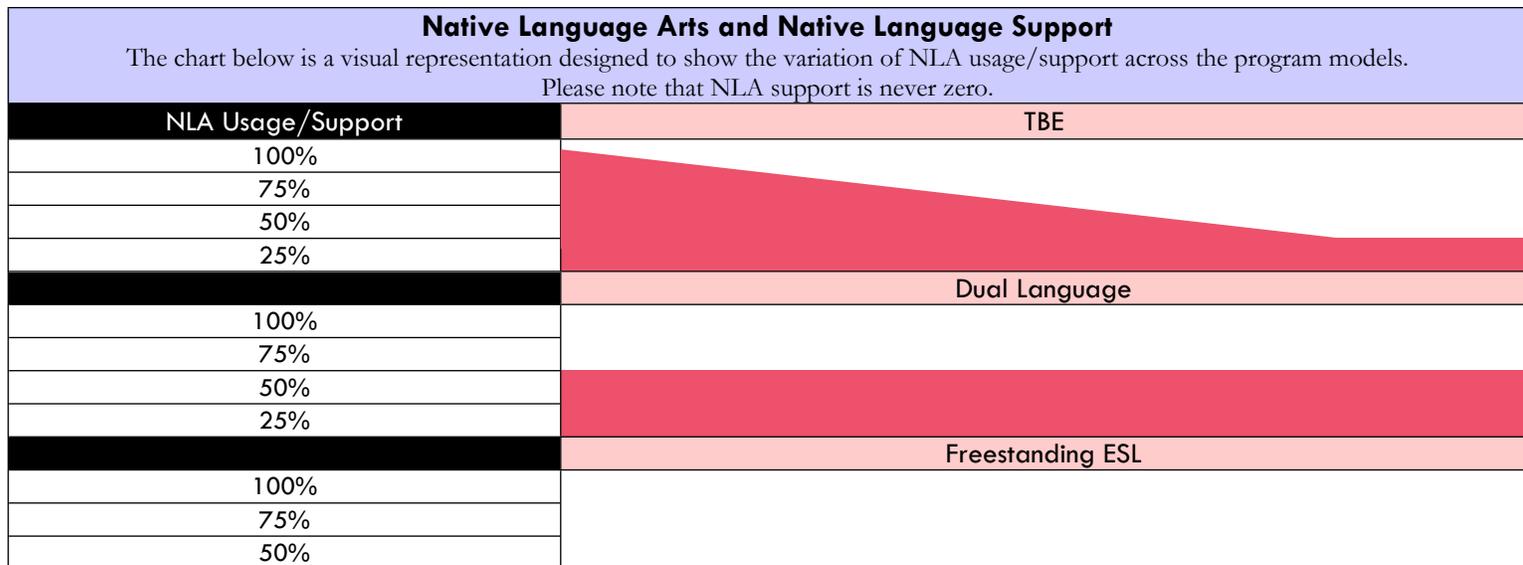
language acquisition. These students participate in our academic intervention program and in extended day. Additional ESL and ELA is provided during the after school program. Some of these students might be referred to be evaluated to determine if there are any language barrier to their communication. Students who fall under this category show that their needs are in the areas of writing and reading and wells as content knowledge; and to support their needs, they are given small group instruction with specific targeted needs. There is an emphasis on hands-on approach to learning, visuals, and technology (such as Smartboards, documents cameras, flip cameras) to meet the students' needs.

ELLS with Special Needs

ELLS that are identified as having special needs are referred immediately to our School Based Support Team (SBST). In turn, they evaluate and present recommendations. We then implement the remediation plan. These students would have already gone through Tier 1 interventions which include; in classroom support using differentiated instructional techniques, research based strategies, push-in intervention providers, small group, peer tutoring, one-on-one tutoring and Tier 2 interventions which include push-in /pull-out support and after-school programs. Students with special needs receive small group/one-on-one instruction with a hands-on approach to learning. In addition, there is a heavy emphasis on visual and technology support (such as Smartboards, documents cameras, flip cameras).

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

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)?

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Targeted interventions for ELLs in ELA and the content areas include: *On Our Way to English*, *Words their Way*, *Month by Month Phonics*, *Wilson/Fundations*, and *Fountas and Pinnell Phonics Lessons*. Based on multiple assessments, academic intervention services (AIS) are provided to students who show a need for support in ELA and the content areas. Targeted interventions take place in small groups to target specific needs in both language and content.

6. Describe your plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT.

Intervention services are provided to students reaching proficiency through the school's extended day programs. These services continue for two years after they have formally exited the program. Former ELLs receive test accommodations; such as time and a half, separate location, native language support and exams translated in their native language when available. In addition to testing accommodations, they continue to receive transitional support; this support varies according to student needs. They are closely monitored for academic progress. Classroom teachers and ESL teachers communicate on a regular basis to ensure that sufficient academic progress is made. If it shows that students are not making adequate progress, the ESL teacher may pull out student for additional support.

7. What new programs or improvements will be considered for the upcoming school year?

For the current school year, we have launched the ELL Theater production where students read stories then create scripts that they perform for the school and the school community.

8. What programs/services for ELLs will be discontinued and why?

The school is not planning to discontinue any programs or services.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are afforded the opportunity to attend programs provided by the school. These programs include, Title III after school, ELL Saturday Academy, Title III Summer Enrichment program, extended day and support from off-site agencies. In addition to the programs mentioned above, we also have Basketball, Chess, Ballroom Dancing, Chorus, and Capoeira that all students are encouraged to attend.

10. What instructional materials are used to support ELLs?

Computer softwares are used for instruction. Achieve 3000, Imagine Learning, Acuity and other programs as well.

On Our Way to English

Words Their Way

Month by Month Phonics

Wilson/Fundations

Fountas and Pinnell Phonics Lessons

I-Openers: Spanish and English (Non-Fiction)

National Geographic (Non-Fiction)

Pearson Learning-Core Knowledge: History and Geography

Rosen Classroom: Journeys Theme Pack: Science and Social Studies

Primary Source: Rosen Classroom (Non-Fiction)

Graphic Organizers in Science & Social Studies with Guided Reading Books: Rosen Classroom

Math Navigator

Every Day Mathematics: Spanish & English

Saludos/Hello English-Guided Reading: Spanish and English with Tapes

Fonolibros Nivel 1 & 2-Guided Reading Books with Tapes: Curriculum Press Level Libraries in Spanish and English

The Mayor's Library in Spanish and English

Pinata: Biblioteca para la clase-Niveles 1,2 & 3: Curriculum Press

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

In the TBE program, English Language Arts is taught in English with the TC units of reading and writing. Native language is promoted and used for instruction according to their levels of English.

Native Language Arts is taught for 180 minutes per week in the Transitional Bilingual Education Model for all ELL students. The amount of Native Language support given in the classroom depends on the students' level of proficiency of L2. Beginner level ELLs receive more support in their Native Language (i.e. 60% NL Instruction and 40% L2 instruction) this percentage continues to shift. Advance level ELL students' would then receive 40% of NL Instruction and 60% of L2 Instruction).

12. Do requires services support, and resources correspond to ELLs' ages and grade levels?

All classroom libraries are leveled according to Fountas and Pannell. Students are matched to reading levels based on F&P and content

According to grade level, the each one, language and modality resources in each classroom.

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)	20	4	5	4	1	6								40
Intermediate(I)	5	15	18	25	3	6								72
Advanced (A)		22	22	2	16	14								76
Development and Support for School Staff														
Total	25	41	45	31	20	26	0	0	0	0	0	0	0	188

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) every year.

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		6	8	9	5	4	0						
	I		13	9	2	2	2							
READING/ WRITING	A		15	28	17	1	0							
	B		24	9	6	2	7							
	I		14	18	23	2	13							

Inter-School Visitations

ESL Lesson Study Groups

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	8	9		19
4	7	14	2		23
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

workshop where information is provided to help them with their children education. Parents participate in trips and special events as part of

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		12		6				21
4	6		18		3				27
5									0
6									0
7									
8									
NYSAA Bilingual Spe Ed									0

Part V: Assessment Analysis

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	7		6		10				23
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

We regularly use TCRWP and computer designed programs: Achieve 3000, Imagine Learning, Renzully and many other web based softwares. The insight that the data provides is very similar to the data provided by the NYSESLAT Modality Report from ATS. NYSESLAT

The NYSESLAT data shows that ELLs are making some progress on the assessment by moving to the next proficiency level to become language proficient. Most of the students in the 4th and 5th grades are advanced and ELLs who are in the beginning level are mostly new comers and Special ED.

Teachers and School Leaders receive the results of the interim assessment periodically. They use and analyze class results to drive instruction. These ELA assessments guide the teachers and demonstrate where there is improvement and the skills needed to support further instruction. Teachers meet and plan collaboratively with the AIS Coordinator and Literacy Consultant to address the concerns of our ELL population. Parental workshops are also given regarding English language arts to assist them in preparing their students for the NYS Tests.

After reviewing the NYSESLAT data, the patterns reveal that:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level. Our goal for this year is to increase proficiency levels of reading and writing among all ELLs. Our ELLs need help and support for all 4 modalities of language in the following order; Writing, Reading, Speaking and Listening. The school Leadership is using this data to target students according to their needs by providing and fostering Extended Day Classes, After School, Saturday Academies etc. Spanish is used as support for our 98 % of students as we have bilingual teachers and staff.

The success of our program will be evaluated by the results of assessments and how our students improve their skills.

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.

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 001 Courtlandt School					
District:	7	DBN:	07X001	School		320700010001

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		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	31	31	36		91.4	93.0	92.3
Kindergarten	92	108	110				
Grade 1	116	143	123	Student Stability - % of Enrollment:			
Grade 2	102	112	125	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	114	98	98		86.9	88.0	92.2
Grade 4	85	116	96				
Grade 5	102	87	105	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		98.9	93.1	60.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		32	62	79
Grade 12	0	0	0				
Ungraded	0	3	1	Recent Immigrants - Total Number:			
Total	642	698	694	(As of October 31)	2007-08	2008-09	2009-10
					13	11	22

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	27	36	50	Principal Suspensions	28	37	35
# in Collaborative Team Teaching (CTT) Classes	34	33	39	Superintendent Suspensions	5	6	2
Number all others	36	38	44				

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	62	114	TBD	Number of Teachers	47	50	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	15	8
# receiving ESL services only	65	72	TBD				
# ELLs with IEPs	1	38	TBD	Number of Educational Paraprofessionals	3	4	8

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	36.2	30.0	60.4
				% more than 5 years teaching anywhere	38.3	36.0	47.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	64.0	77.4
American Indian or Alaska Native	0.6	0.3	0.7	% core classes taught by "highly qualified" teachers	97.8	98.4	96.3
Black or African American	22.4	22.9	21.8				
Hispanic or Latino	76.0	75.1	76.5				
Asian or Native Hawaiian/Other Pacific	0.6	0.6	0.7				
White	0.2	0.1	0.1				
Male	48.4	48.0	47.8				
Female	51.6	52.0	52.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	-	-					
White							
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	21.8	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:	0.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	13.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 3	District	School Number	School Name The Courtlandt School
Principal Jorge Perdomo		Assistant Principal Carlin Rahynes	
Coach Rogelio Herrera		Coach type here	
Teacher/Subject Area Mr. Anthony Nunez		Guidance Counselor Estefania Hernandez	
Teacher/Subject Area Ms. Luisa Valentin		Parent Florence Francis	
Teacher/Subject Area Mrs. Marie Vargas		Parent Coordinator Angelica Arroyo	
Related Service Provider Mrs. Michelle Carabalo		Other type here	
Network Leader type here		Other type here	

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	5	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	696	Total Number of ELLs	196	ELLs as Share of Total Student Population (%)	28.16%
------------------------------------	------------	----------------------	------------	---	---------------

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.

ELL placement

At registration every family receives documentation where a HLIS is included. Pupil personal and one of our bilingual or ESL educators conduct an interview where we can determine if there is another language spoken at home. This HLIS is immediately processed by pupil personal and if the child speaks other language than English a LAB-R is schedule within 10 days of enrollement. The LAB-R is administered by a licensed ESL teacher. The staff involved in the interview and the placement process speak English and Spanish. If an interpreter is needed we make the arrangement to provide one. Translation services are always provided. HLIS are stored in the record folders of the students and a copy is kept in the office. Spanish lab is also administer to students to determine their placement in bilingual classes.

Once the student has taken the LAB-R, we will rule out ESL or Bilingual servives or we will meet with the parents to explain the different options that are offered by NYC Public Schools when the child falls under our ELL umbrella. Parent Surveys and entitlement letters are sent to parents to keep them informed of all happenings concerning this decision. At those meetings; the parents of our newly identified ELLs are shown a video, presented with documentation and we make sure that every question is properly addressed in order to help parents make the choice they feel better for their children. Once the child is placed in one of the programs parents are sent letters to confirm their choice and we may meet them again to explain how parent involvement will help students achieve proficiency. We use parent's choice of language to communicate with parents.

Entitlement letters as well as other communications about this process are stored in the office.

The instructional program for English Language Learners is consistent with CR Part 154 guidelines for time allocation of 2 units to beginners and intermediate and one unit for advanced students. Our program strives to raise the standards of all ELL students in a freestanding ESL program. The Bilingual program is transitional and it starts with 60/40 as students progress and move out of the program. After passing the NYSESLAT, students are placed in monolingual groups. Ells enrolled in bilingual classes receive instruction in English based on their proficiency level as established by the LAB-R (New Admits) and NYSESLAT. CR Part 154 regulations are used in differentiating the amount of time in English Language instruction and in Native Language Arts.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an interview is given to the candidate by a pedagogue and the Language Battery Assessment (LAB-R) is administer to identify the child as an English Language Learner or to determine if s/he is English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms where these programs are being implemented. Parents also view a parent information DVD where program placement options are presented with clarity and objectivity in their native language. This parent orientation DVD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Public School 1 offers several parent meetings with The Principal, Coordinators, ESL teachers and Parent Coordinator where we converse with parents about all the options offered by NYCDOE. They are given the opportunity to ask questions in order to make informed choices regarding the program in which their children will participate. Parent surveys are distributed and collected at the meetings.

The vast majority of parents seek the Transitional Bilingual Program and a smaller amount of parents seek a free-standing English as a Second Language Program. Our programs are aligned with parent's request. The responses received from parents indicate that an ESL or TBE is their choice of programs. When needed, we refer parents to a neighboring school when they choose a program we do not offer such as Dual Language. Based on our analysis of parent choices, there are not enough parent choosing Dual Lanugage as their first choice; therefore, PS 1 does not offer Dual Language. PS 161 and PS 25 in District 7 offer a Dual-Language Program that our parents can choose for their children. These referrals, when necessary are offered, recorded and stored.

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>	1	1	1	1	1	1								6
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	188	Newcomers (ELLs receiving service 0-3 years)	129	Special Education	12
SIFE	5	ELLs receiving service 4-6 years	53	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	74	5		30			1			105
Dual Language										0
ESL	56		7	22		5	5			83
Total	130	5	7	52	0	5	6	0	0	188

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	18	24	20	11	15								102
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	14	18	24	20	11	15	0	102						

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

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	20	18	11	6	10								75
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	3	1											5
TOTAL	11	23	19	12	7	10	0	0	0	0	0	0	0	82

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. How is instruction delivered?

Bilingual Classes

There is one bilingual class in each grade and they are grouped heterogeneously (mixed proficiency levels). Within the classes, students are grouped according to their proficiency level for instruction. Students who are grouped as beginners and intermediates receive two units of ESL instruction (360 minutes) weekly, and advanced ELLs receive one unit of ESL instruction (180 minutes) weekly and one unit of English Language Arts (180 minutes) as per NYS NLA Standards and NYS ESL Standards. Our English Language Learners in our bilingual classes will receive instruction in the content area according to their level of English Language Acquisition.

Bilingual classes follow the TC units of study.

Bilingual Classes

There is one bilingual class in each grade and they are grouped heterogeneously (mixed proficiency levels). Within the classes, students are grouped according to their proficiency level for instruction. Students who are grouped as beginners and intermediates receive two units of ESL instruction (360 minutes) weekly, and advanced ELLs receive one unit of ESL instruction (180 minutes) weekly and one unit of English Language Arts (180 minutes) as per NYS NLA Standards and NYS ESL Standards. Our English Language Learners in our bilingual classes will receive instruction in the content area according to their level of English Language Acquisition.

Bilingual classes follow the TC units of study.

ESL

There is a Push-in/ Pull out ESL program for those students whose parents have opted out of our bilingual program, or for those students who speak a language other than Spanish. Students who are identified by the LAB-R and the NYSESLAT to be eligible for ELL services are placed in either bilingual self-contained classes or in monolingual classes with a push-in and pull-out ESL services

ESL classes follow thematic units that support instruction for general education classes.

Some of the instructional strategies that are employed by our staff in both of our programs are differentiated instruction, scaffolding, Core balanced literacy and balanced mathematics programs, and the natural approach to ensure English Language Acquisition. Our Staff is using strategies that are outlined in the Principles of Learning that have been established to implement academic rigor. The ESL standards, Balanced Literacy, math ELLs lesson studies, core curriculum as well as Quality Teaching for English Language Learners are also implemented in our ESL instruction.

All teachers employ student centered learning in their classrooms as well as inquiry based learning activities. The teachers are trained in data analysis and are able to group their students by levels of English Language proficiency through the use of class profiles (EL-SOL/ECLAS2 and DRA/EDL2) and LAB-R data and NYSESALT scores.

2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

Classroom teachers are provided with NYSESALT data during PDs and Faculty Conferences. Teachers use this data to prepare and deliver instruction to ELLs. ELA is delivered explicitly according to the student's English language proficiency levels. Their English language acquisition level will determine the amount of time for each class of ELA instruction. Students in the advance level of language acquisition receive 180 minutes of ELA instruction per week. In our transitional bilingual education program the classroom teacher delivers it.

Teachers are informed about the Mandated number of units students receive according to Part 154 and based on the results of the NYSESALT. Teachers receive a copy of the students data.

In our transitional bilingual education program, Native language instruction is delivered according to the student's English language proficiency levels. The more the student acquires English language skills, the less time is needed for native language. Native Language Arts instruction is always delivered to ELLs in the transitional bilingual education program for 180 minutes per week. ELLs in our free-standing ESL program do not receive Native Language Arts instruction. Native Language support is used when needed and possible to support our ELLs in our free-standing ESL group. The ESL instruction is delivered through the balanced literacy approach targeting literacy instruction through read alouds, shared reading, interactive writing, shared writing and word study. Specific strategies and scaffolds such as small group instruction, hands-on activities, visuals, and technology (such as Smartboards, documents cameras, flip cameras) are employed in each classroom to support the different needs and learning styles of the students with their language development and the content areas: math, science, social studies and literacy.

3. How do you differentiate instruction for ELL subgroups?

SIFE

Planning for SIFE students include, an assessment of their skills in their native language and in English. Any information supplied by the last school the student may have attended is reviewed. The parent survey is also utilized to facilitate background information to better service the student. Materials chosen are based on information acquired and the academic needs of the student. These students are given academic intervention (one-on-one, tutoring and Native Language intervention) accordingly, Title III after-school, Title III summer enrichment program, Saturday program, extended day and support from an off-site agency when needed. These supports mentioned above afford students with opportunities to develop their language and content skills through extra support and small group focused around their needs. In addition, native language support is provided to the students falling under this category with books, dictionaries and audio books in their native language. Some of these students come with social and emotional needs that may require counseling which are address by our counseling staff.

Newcomers

Newcomers are first assessed in their native language and in English through informal assessments at registration and in their classrooms. The data is reviewed and students are grouped according to their proficiency level based on their LAB-R or NYSESALT data. Materials and instruction in the four modalities are provided to meet the needs of the student. These students are given ELA academic intervention services, since the NCLB now require ELA testing for ELLs after one year. These students are given Title III after-school and Title III summer school enrichment program. Within the classroom there is small group instruction and partner work, where students are paired according to language ability. Classroom libraries are filled with resources in Spanish and books on various levels to meet the needs of the students. Specific strategies and scaffolds such as small group instruction, hands-on activities, visuals, and technology (such as Smartboards, documents cameras, flip cameras) are used in each classroom to enhance learning.

Students who have been in the program for 4,5,or 6 years.

Students who have been in the program for more than 3 years and less than 6 we provide extra support for them. This support includes but not limited to: extended day programs, after school program, early morning programs, parent's meeting, personal conference with the students, goal setting and constant assesment.

Long Term ELLs

We have very few students that are long term ELLs. These students are assessed in order to detremine what skills need to be developed for

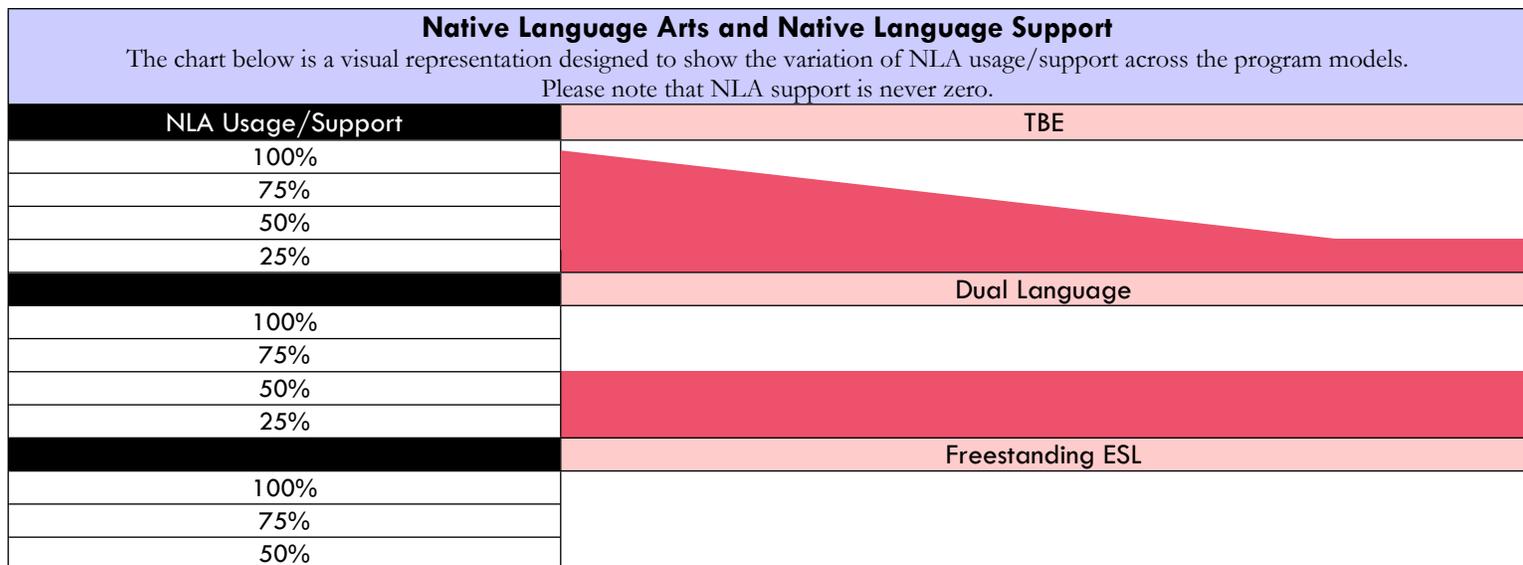
language acquisition. These students participate in our academic intervention program and in extended day. Additional ESL and ELA is provided during the after school program. Some of these students might be referred to be evaluated to determine if there are any language barrier to their communication. Students who fall under this category show that their needs are in the areas of writing and reading and wells as content knowledge; and to support their needs, they are given small group instruction with specific targeted needs. There is an emphasis on hands-on approach to learning, visuals, and technology (such as Smartboards, documents cameras, flip cameras) to meet the students' needs.

ELLS with Special Needs

ELLS that are identified as having special needs are referred immediately to our School Based Support Team (SBST). In turn, they evaluate and present recommendations. We then implement the remediation plan. These students would have already gone through Tier 1 interventions which include; in classroom support using differentiated instructional techniques, research based strategies, push-in intervention providers, small group, peer tutoring, one-on-one tutoring and Tier 2 interventions which include push-in /pull-out support and after-school programs. Students with special needs receive small group/one-on-one instruction with a hands-on approach to learning. In addition, there is a heavy emphasis on visual and technology support (such as Smartboards, documents cameras, flip cameras).

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

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)?

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Targeted interventions for ELLs in ELA and the content areas include: *On Our Way to English*, *Words their Way*, *Month by Month Phonics*, *Wilson/Fundations*, and *Fountas and Pinnell Phonics Lessons*. Based on multiple assessments, acadmic intervention services (AIS) are provided to students who show a need for support in ELA and the content areas. Targeted interventions take place in small groups to target specific needs in both language and content.

6. Describe your plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT.

Intervention services are provided to students reaching proficiency through the school's extended day programs. These services continue for two years after they have formally exited the program. Former ELLs receive test accommodations; such as time and a half, separate location, native language support and exams translated in their native language when available. In addition to testing accommodations, they continue to receive transitional support; this support varies according to student needs. They are closely monitored for academic progress. Classroom teachers and ESL teachers communicate on a regular basis to ensure that sufficient academic progress is made. If it shows that students are not making adequate progress, the ESL teacher may pull out student for additional support.

7. What new programs or improvements will be considered for the upcoming school year?

For the current school year, we have launched the ELL Theater production where students read stories then create scripts that they perform for the school and the school community.

8. What programs/services for ELLs will be discontinued and why?

The school is not planning to discontinue any programs or services.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are afforded the opportunity to attend programs provided by the school. These programs include, Title III after school, ELL Saturday Academy, Title III Summer Enrichment program, extended day and support from off-site agencies. In addition to the programs mentioned above, we also have Basketball, Chess, Ballroom Dancing, Chorus, and Capoeira that all students are encouraged to attend.

10. What instructional materials are used to support ELLs?

Computer softwares are used for instruction. Achieve 3000, Imagine Learning, Acuity and other programs as well.

On Our Way to English

Words Their Way

Month by Month Phonics

Wilson/Fundations

Fountas and Pinnell Phonics Lessons

I-Openers: Spanish and English (Non-Fiction)

National Geographic (Non-Fiction)

Pearson Learning-Core Knowledge: History and Geography

Rosen Classroom: Journeys Theme Pack: Science and Social Studies

Primary Source: Rosen Classroom (Non-Fiction)

Graphic Organizers in Science & Social Studies with Guided Reading Books: Rosen Classroom

Math Navigator

Every Day Mathematics: Spanish & English

Saludos/Hello English-Guided Reading: Spanish and English with Tapes

Fonolibros Nivel 1 & 2-Guided Reading Books with Tapes: Curriculum Press Leveled Libraries in Spanish and English

The Mayor's Library in Spanish and English

Pinata: Biblioteca para la clase-Niveles 1,2 & 3: Curriculum Press

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

In the TBE program, English Language Arts is taught in English with the TC units of reading and writing. Native language is promoted and used for instruction according to their levels of English.

Native Language Arts is taught for 180 minutes per week in the Transitional Bilingual Education Model for all ELL students. The amount of Native Language support given in the classroom depends on the students' level of proficiency of L2. Beginner level ELLs receive more support in their Native Language (i.e. 60% NL Instruction and 40% L2 instruction) this percentage continues to shift. Advance level ELL students' would then receive 40% of NL Instruction and 60% of L2 Instruction).

12. Do requires services support, and resources correspond to ELLs' ages and grade levels?

All classroom libraries are leveled according to Fountas and Pannell. Students are matched to reading levels based on F&P and content

According to the table of ELLs The each test language and modality resources in each classroom.

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)	20	4	5	4	1	6								40
Intermediate(I)	5	15	18	25	3	6								72
Advanced (A)		22	22	2	16	14								76
Development and Support for School Staff														
Total	25	41	45	31	20	26	0	0	0	0	0	0	0	188

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 Law 8

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		6	8	9	2	2							
	I		13	2	2									
READING/ WRITING	A		15	28	17	1	10							
	P		24	8	6	2	7							

Inter-School Visitations
 ESLL Student C

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	8	9		19
4	7	14	2		23
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

workshop where information is provided to help them with their children education. Parents participate in trips and special events as part of

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		12		6				21
4	6		18		3				27
5									0
6									0

Part V: Assessment Analysis

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	7		6		10				23
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

	(based on percentiles)				(based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

We regularly use TCRWP and computer designed programs: Achieve 3000, Imagine Learning, Renzully and many other web based softwares. The insight that the data provides is very similar to the data provided by the NYSESLAT Modality Report from ATS. NYSESLAT

The NYSESLAT data shows that ELLs are making some progress on the assessment by moving to the next proficiency level to become language proficient. Most of the students in the 4th and 5th grades are advanced and ELLs who are in the beginning level are mostly new comers and Special ED.

Teachers and School Leaders receive the results of the interim assessment periodically. They use and analyze class results to drive instruction. These ELA assessments guide the teachers and demonstrate where there is improvement and the skills needed to support further instruction. Teachers meet and plan collaboratively with the AIS Coordinator and Literacy Consultant to address the concerns of our ELL population. Parental workshops are also given regarding English language arts to assist them in preparing their students for the NYS Tests.

After reviewing the NYSESLAT data, the patterns reveal that:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level. Our goal for this year is to increase proficiency levels of reading and writing among all ELLs. Our ELLs need help and support for all 4 modalities of language in the following order; Writing, Reading, Speaking and Listening. The school Leadership is using this data to target students according to their needs by providing and fostering Extended Day Classes, After School, Saturday Academies etc. Spanish is used as support for our 98 % of students as we have bilingual teachers and staff.

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.

Additional Information

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 07X001

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:	\$578,442	\$0	\$578,442
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,784	\$0	\$5,784
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$28,922	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$57,844	*	

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	✓			\$485,891	✓	15,16,17,22,23,24,25
Title I, Part A (ARRA)	Federal			✓			15,16,17,22,23,24,24
Title II, Part A	Federal	✓			\$40,375	✓	22,23

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	✓			\$30,820	✓	18,19,20,22,23
Title IV	Federal			✓			
IDEA	Federal			✓			20,21
Tax Levy	Local	✓			\$3,299,971	✓	15-25