



P.S. X014 SENATOR JOHN CALANDRA

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. X014 SENATOR JOHN CALANDRA
ADDRESS: 3041 BRUCKNER BOULEVARD
TELEPHONE: 718-822-5341
FAX: 718-239-6386

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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.*

* Core (mandatory) SLT members.

Name	Position and Constituent Group Represented	Signature
Ira Shulman	Principal	
Diana Colomarino	Parent	
Cathy Panarese	Parent	
Isa Tejada	Parent	
Giselle Santiago	DC 37 Representative	
Nick Gradanski	Parent	
Elaine Primavera	Chapter Leader	
Kathleen Intravaia	DC 37 Representative	
Irene DeNobile	Teacher	
Carol Tremelling	Parent	

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.

The Senator John D. Calandra School, P.S.14, is a long standing cornerstone of the Throggs Neck community. It continues to be a caring, interactive twenty-first century community of learners. The staff is committed to preparing the students to become responsible, thoughtful, and creative individuals to have a positive self-image, and a love for learning. P.S.14 is committed to strive for the highest levels of educational excellence. All available resources are used to support our students and proven educational programs are used to optimize the academic, social, and emotional development of each child.

We are organized heterogeneously in support of our Balanced Literacy and Mathematics Workshop model and other content areas. Achievement is enhanced by a diverse curriculum that engages and supports the individual student's needs. All educational programs and practices designed to enrich student experiences.

P.S.14 has CTT classes in all grades, Kindergarten through 5th Grade. We offer extended day remedial literacy and mathematics classes for Grades 1 through 5. P.S.14 has two self-contained Special Education classes; one for students in 1st through 3rd grades, and one for 4th and 5th grade students.

After school clubs with character development and enrichment activities are available through the Bronx YMCA. These activities include- Art, Board Games, Chess, Computer, Leadership, Music, Sports, I9 Sports, Video, and Volleyball. Our arts partner is LEAP ALLL through which 4th children receive instruction in instrumental music, and chorus.

In collaboration, with the entire school community Public School 14 strives to enhance the student's school experience.

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. X014 Senator John Calandra									
District:	8	DBN #:	08X014	School BEDS Code:						
DEMOGRAPHICS										
Grades Served:	<input 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*:						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	0	0	0		93.3	93.7	93.0%			
Kindergarten	80	82	94							
Grade 1	93	84	83	Student Stability - % of Enrollment:						
Grade 2	92	109	97	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 3	80	101	103		93	95.70	93.1%			
Grade 4	95	88	102							
Grade 5	88	95	82	Poverty Rate - % of Enrollment:						
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 7	0	0	0		52.4	47.2	68.4%			
Grade 8	0	0	0							
Grade 9	0	0	0	Students in Temporary Housing - Total Number:						
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 11	0	0	0		2	13	10			
Grade 12	0	0	0							
Ungraded	0	1	1	Recent Immigrants - Total Number:						
Total	528	560	562	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
					1	4	1			
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	27	24	24	Principal Suspensions	5	4	0			
# in Collaborative Team Teaching (CTT) Classes	22	40	48	Superintendent Suspensions	1	2	2			
Number all others	53	50	40							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment:				CTE Program Participants						
<i>(BESIS Survey)</i>							0	0	0	
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants						
							0	0	0	

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	43	40	37	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	2	9	Number of Teachers	38	42	42
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	12	14	5
				Number of Educational Paraprofessionals	5	3	12

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	0	% fully licensed & permanently assigned to this school	94.7	92.9	100%
				% more than 2 years teaching in this school	68.4	71.4	78.6%
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	63.2	66.7	61.9%
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	92	93	90.5%
American Indian or Alaska Native	1	0.5	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.6	89.6	85.2%
Black or African American	7	7.5	6.9				
Hispanic or Latino	54.6	56.3	56				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	4.1	3.6				
White	33.9	31.4	32.6				
Multi-racial							
Male	56.8	56.8	56.8				
Female	43.2	43.2	43.2				

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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08
	<input type="checkbox"/> 2008-09	<input 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:
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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	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	W
Overall Score	72.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	8	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	17.8	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	41.5	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	W

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?

After the review of the following assessments including:

- | | |
|---|---|
| -New York State ELA and Mathematics | -New York State 4 th Grade Science |
| - New York State 5 th Grade Social Studies | -ARIS |
| - Acuity prediction and diagnosis | - New York State School Report Card |
| -New York City Progress Report | -Running Records |
| -Inquiry Team findings | -DRA |
| -Everyday Math Assessments | |

□

According to the New York City Progress Report students were 49.5% proficient in ELA and 62.3% in Mathematics. In student progress, in ELA only 59.5% of the students made a years growth within a school year and in Math 59% of the students made a years growth within a school year. There was a noticeable drop in the Learning Environment survey in the areas of academic expectations; communication; engagement; safety and respect. There was also a noticeable decline in the participation of the Learning Environment Survey.

Public School 14 is located in Region 2, District 8, in the Bronx. It is currently a Kindergarten to 5th Grade elementary school serving a population of approximately 600 students. Located in the Throggs Neck area of the Bronx, our school is composed of an ethnically diverse population of 56% Hispanic, 33% Caucasian, 7% Black, 3% Asian, and less than 1% other students. Approximately 6% of the student population are English Language Learners. Seventeen percent (17%) of the student population have learning disabilities. Many of the residents in the school district face economic hardship. Forty-eight percent (48%) of the student population receive free lunch. School year 2010-2011 will be the second year P.S.14 receives Title I funding.

Not only has P.S.14 exceeded the overall measures, but P.S.14 has exceeded the measures for each sub-group; including Hispanic, White, and students who are economically disadvantaged. Although the Students with Disabilities met their target achievement we need to focus and improve their instruction. In addition, both female and male students exceeded the measures of progress.

The students at P.S.14 who scored levels 3 and 4 present a unique challenge to the staff and administration. To assure that all of our students continue to progress to the highest level of achievement the school will provide enrichment and increased academic rigor.

As the population of students with disabilities continues to increase the school has taken progressive steps to integrate those students into the general education population. P.S.14

continues to stay ahead of the curve in complying with future mandates concerning students with disabilities.

P.S.14 has received extra credit on the New York City Progress Report for the progress shown by the students with disabilities and Hispanic students in both English Language Arts and Mathematics.

One of PS 14's emphasis in the future will be to closely examine the needs of the students with individual educational plans (IEP's) and those students in the third, fourth, and fifth grades who are in the top third of the city. It has been shown that these student populations have not shown progress on the New York State ELA and Mathematics examinations.

P.S.14 is currently developing a team to align the curriculum maps used on each grade level to the new Common Core Standards. This will be an ongoing project as the curriculum maps are viewed as living documents.

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SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> The percentage of students who make at least 1 year of ELA PROGRESS will increase by 8%	<input type="checkbox"/> Implement a structured Balanced Literacy program throughout the school, Kindergarten through Fifth Grade, designed to increase the knowledge and achievement of the students in reading, writing, listening, and speaking.
<input type="checkbox"/> To increase the achievement of our students in all levels by 8%	<input type="checkbox"/> RTI will be mandated to those identified students, who need academic support in Kindergarten through Fifth Grade
<input type="checkbox"/> Increase the overall score in the Progress Report by one letter grade.	<input type="checkbox"/> Within all the areas of the Progress Report we will increase one letter grade.
<input type="checkbox"/> Increase parental involvement	Through our Title 1 committee, PTA, special events, and workshops parent involvement will increase.
<input type="checkbox"/>	<input type="checkbox"/>

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

Literacy

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>The percentage of students who make at least 1 year of ELA PROGRESS will increase by 8%.</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>Ensure that interim assessments, data analysis, modifications, and remediation are occurring in all core curricular areas. Develop a plan for at-risk students by conducting a comprehensive data analysis focused on meeting the needs of students with and without disabilities. Analyze ACUITY assessments and classroom data to differentiate instruction. Professional development is offered in a variety of ways, faculty meetings, workshops, and optional sessions that teachers may attend.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Implement the Balanced Literacy Model of instruction. Use classroom libraries that are leveled according to genre and Fountas and Pinnell reading level indicators. Create detailed data analysis for reading strategies based on previous DRA and ELA practice tests. Implement differentiated instruction based on the needs of the students using the results of school created data, ARIS, ACUITY, and informal teacher assessments. Encourage the use of enrichment materials, such as CARS, STARS, and CAMS, and Kaplan in the classroom during extended day and after school programs. Introducing the Renzulli Enrichment Program in extended day and Saturday. Ensure that the teachers, parents, and staff are knowledgeable in the use of ARIS, ACUITY, the school's progress report, NYC Report Card, and DRA as tools for planning instruction. Assess the students using a diagnostic test to determine the level of instructional growth and ability</p>

	<p>for each child and provide opportunities for instructional growth. Create data folders and charts to be used for reference in planning instruction. Implement an Academic Intervention Service. Students will be grouped by grade level. Implement Fountas and Pinell Word Study and Words their Way in Kindergarten through third grade. Use of Blooms Taxonomy in questioning strategies. Incorporate small group test sophistication instruction during extended time. Provide Extended Day for children at risk in levels 1 and 2. Inquiry Team to analyze a sub-group of special education students using data to increase student performance in writing. Uniform homework aligned to each grade's instructional program to include rigorous homework assignments in all subject areas. Parental involvement will include workshops by the parent coordinator.</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"/> Results of assessments(both formal and informal) will be used to form differentiated groups for instruction every six to eight weeks. Ongoing observations and learning walks by teacher groups, results of school created data analysis, ARIS progress reports, assessment data from ACUITY, and informal teacher assessments, as well as the NYC Progress Report and the NY State Report Card will be used to measure progress.</p>

Subject Area
 (where relevant) :

Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Increase the score in the category of Student Progress by 10%. Increase our overall Progress Report by 25%.</p>
<p>.</p>	<p><input type="checkbox"/></p>

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Increase the score in the category of School Environment on the New York City Progress Report a full point from the previous year's score.</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> <div style="border: 1px solid black; padding: 5px;"> <p><input type="checkbox"/> Ensure that a safe school facility is maintained that is conducive to student learning. Provide support and resources needed to sustain a school community that embraces rigorous instruction and high expectations. Parent and staff workshops will be conducted periodically focusing on the importance of completing and submitting surveys. Enhance instruction, professional development, test preparation, and revise and update curriculum maps.</p> </div> <p><input type="checkbox"/></p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p><input type="checkbox"/> Provide professional development to explain the different sections of the New York City Progress Report. Parent/Staff workshops will be conducted periodically focusing on the importance of completing and submitting surveys. Parent Coordinator and the school secretary will facilitate participation in school surveys through the use of staff and parent communication, telecommunication, and special incentives. The attendance team will monitor student attendance and create special incentives to increase student attendance. Curriculum maps will be revised to reflect the current student needs and increase student performance. Differentiated instruction in the form of AIS, small group instruction, extended time, and after school activities will be used to monitor and extend student progress. Monthly safety and council meetings are held to address any safety issues. The Child Study Team meets twice monthly to discuss at-risk and special educational student needs. The Inquiry Team will target specific student needs and develop new approaches to instruction. The English Language Learner population is served with both push-in and pull-out services. Particular emphasis is placed on the students with Individual Educational Plans and the students in the top third of the student population to determine their shortcomings and provide targeted instruction. Block scheduling is used to emphacize subject specific skills.</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"/> The level of differentiated instruction will increase during the literacy and mathematics blocks. The New York State Report Card, The New York City Progress Reports, and the New York State ELA and Mathematics exams.</p>
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Increase parent involvement by 10%.</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><input type="checkbox"/> Use School Messenger to inform parents of upcoming events. For example: movie nights, dances, dismissal procedures during inclement weather, and attendance.</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"/> Title 1 Workshops geared to ELA and Math standards will be offered to parents, to better assist their child with their work. There will also be ESL workshops offered to parents. All workshop will be presented by teachers who will receive per session rate.</p>
	<p><input type="checkbox"/></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	20	20	N/A	N/A	1			
1	20	20	N/A	N/A				
2	20	20	N/A	N/A	1			
3	20	20	N/A	N/A	2			
4	20	20	N/A	N/A	1			
5	20	20	N/A	N/A	1			
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>Upper grade uses Soar to success, guided reading and oral language development. Dra data provides the areas of focus for each student.</p> <p>Lower grade uses early success reading program, guided and shared reading. Letter and sound recognition are addressed through Leap Frog Leapmat and tactile activities. Oral language through puppetry and story telling. DRa data is used for focus of instruction.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Upper grades uses Kaplan keys/advantage programs. Lower grades uses Everyday Mathematics games.</p>
<p>Science:</p>	<p><input type="checkbox"/> n/a</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> n/a</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>counseling</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> counseling</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Ersay counseling</p>

At-risk Health-related Services:

OT pull-out

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 37

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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



Initial Identification

At registration, all parents are given the Home language Survey to determine if a language other than English is spoken in the home. The ESL teacher also conducts an informal interview in English, with school personnel assisting in the parents' native language. If the parents have answered Other Than English to at least one question in the first part and to at least two questions in the second part of the HLIS, and the informal interview corroborates that another language plays a significant part in the child's life, the ESL Teacher administers the LAB-R. If the child scores below the cut score, he or she is entitled to ESL services. If the child's home language is Spanish, the ESL teacher administers the Spanish LAB to determine language dominance. (The following Spring, all ELLs take the NYSESLAT to determine their yearly progress.)

Parental Choice – TBE, Dual Language, or ESL?

Once LAB-R testing and scoring is complete, the ESL teacher schedules a meeting for all parents of ELLs. (This usually occurs at the beginning of October.) She sends the Entitlement or Continued Entitlement letter, with a written invitation to the meeting. In addition, she calls each parent personally to ensure good attendance.

At this meeting, the ESL teacher and Parent Coordinator explain, both in Spanish and in English, the three program choices for ELL's: Transitional Bilingual Education, and Freestanding ESL. The Department of Education video is shown in English, Spanish, and whatever other language the parents request. After the video, parents are given the Parent Survey and Selection Forms. The ESL teacher and Parent Coordinator help parents to fill them out right then and there to make their program choice.

For the past several years, nearly 100% of our parents have requested the Free Standing ESL program, which is the only one offered at PS 14. In rare instances (3 in the past 3 years), a parent may indicate preference for a bilingual program. This occurs when the child is a newcomer to the country and speaks no English. In these cases, parents are given the choice to register the child in another school within the district offering a Bilingual class, as prescribed by law. In all three cases, there has been no available seat in a nearby bilingual program, so the child has remained at PS 14, where there are no bilingual classes.

For parents who are not able to attend the meeting, the ESL teacher schedules other meetings, or she meets with parents on Parent Teacher night. It is a priority at PS 14 that all parents sign the Program Selection Form.

PROGRAMMING AND SCHEDULING INFORMATION

1. Organization of ESL Program

The Freestanding ESL Program at PS 14 is a Pullout program, grouped heterogeneously by grade. ELLs receive 3 to 4 periods per week of instruction from the ESL teacher. Classroom teachers, trained in ESL methodology, are providing the 4 periods of ELA instruction, as per Part 154.

2. Scheduling

At PS 14, ESL students in grades K through 3 receive 4 ESL periods per week. One of those periods is a music class with the ESL teacher; the other three periods are ESL group pullouts. In this model, the Advanced ESL students are receiving their 4 mandated periods of instruction. The 4th and 5th grade ESL students receive 3 ESL periods per week of ESL Instruction. Given our resources and scheduling difficulties, this is what PS 14 can offer.

3. Content area instruction

Content area instruction for all grades stresses the acquisition of academic vocabulary through extensive scaffolding. Spanish books and pictures are available to assist students who need the native language support.

ESL strategies are infused into content instruction in the following ways:

- Teachers use realia
- Total Physical response for newcomers
- Teachers use visual, aural, and kinesthetic (i.e., hands on) modes of instruction to address multiple learning styles and multiple intelligences.
- Teachers scaffold the students' learning by modeling, bridging, and schema building
- Role playing
- Teachers differentiate instruction to meet individual student needs
- Teachers use the workshop model allowing for small group instruction and individual student conferencing

Here is a partial list of materials used in the PS 14 ESL program:

- Rigby, **On Our Way to English**
- Leveled readers
- Trade Books

- Picture Dictionaries, newspapers and magazines
- Charts, globes, photos
- Computers
- Jazz chants
- Music and lyrics

- Scaffolding with use of songs, chants, movement, visuals and realia
- Use of graphic organizers for reading and writing instruction
- Role playing and Readers Theater experiences
- Use of games and manipulatives to stimulate speaking, listening, reading, and writing skills
- Use of pictures, journals, stories, and other prompts for continued writing practice.

Most of our emphasis in ESL instruction this year focuses upon the skills of Reading and Writing. Where necessary, direct phonics instruction is coupled with reading strategies practice. Writing and editing skills are practiced during every lesson. The Rigby ESL Program, **On Our Way To English**, incorporates Shared Reading and writing, as well as content area, phonics skills, and test preparation in a way that gives ELL's extra classroom support.

4. ESL Subgroups

a. This year, there are no SIFE students at PS 14.

b. For newcomers, PS 14 provides the following:

- Extended Day Program, where the student practices vocabulary and pronunciation with the teacher and the Rigby computer program, **On Our Way to English**
- Language games and role playing activities to help bolster students' self-esteem
- Songs and finger plays
- Role playing
- Classroom is organized so that there is lots of interaction with peers and teacher to foster the development of academic concepts and language
- Use of Native Language is encouraged to support English language acquisition, both spoken and written
- Teachers build upon what students already know to help them gain confidence and value themselves as learners.
- Use of graphic organizers and extensive modeling for written work, to help prepare for ELA

c./d. For ELL's of 4-6 years and for long term ELL's, PS 14 offers the following:

- All of above, plus:
- Academic Intervention Services (AIS and SETTS)
- Test Preparation Programs. These programs are conducted in conjunction with At-Risk programs for the general school population.
- The ESL teacher supplements these programs by providing additional test prep materials for her students that are adapted especially for them.
- Vocabulary is repeated naturally as it occurs in content area studies.

In addition, if a child has been enrolled in an ELSS for three years or more, the ESL teacher completes a Request for Extension of Services.

e. At PS 14, all ELL's with IEP's (whether in SETTS or self contained Special Ed classes) work with Regular Ed ELL's in small heterogeneous ESL groups. The ESL Teacher and Special Ed and Inclusion classroom teachers conference weekly to share progress reports and coordinate instruction. One of the Special Ed students speaks an African language, one speaks Bengali, another speaks Arabic, one speaks Albanian, and five speak Spanish.

5. Targeted intervention for ELL's in Content Areas

A. ELA- Leveled readers, shared and guided reading, note taking skills, Making Words, Graphic Organizers, grammar games, vocabulary games, journal writing, writing prompts, shared and guided writing.

B. Math – Charts, graphs, word problem practice, Math Facts games

C. Science –Charts, pictures, realia, Concept Science, non fiction readings in Science, shared and guided writing, science vocabulary games

D. Social Studies – Globes, maps, charts, non fiction readings in social studies, social studies vocabulary games, “Where in the World?” game

School wide: All Students who need extra help go to Extended Day, which takes place Tuesday, Wednesday, and Thursday from 2:55-3:30PM. This is small group instruction that reinforces reading and math skills. Everyday Math is the general program at PS 14, with differentiated instruction to reach children at all levels. There are two AIS teachers, one for grades K-2 and one for grades 3-5. In addition, the upper grades have Kaplan test prep for the ELA; History Alive and DBQ's for Social Studies; and the McGraw Hill program for Science. All programs are offered in English, although there are some Spanish books in the content areas for native language support.

6. Students Reaching Proficiency in English

For students reaching proficiency, the ESL teacher monitors the children's progress and conferences with the classroom teacher on a bi-weekly or monthly basis, whichever applies to a particular student. We also make sure that these children continue to receive the test modifications they were entitled to as ELLs for two years after they have passed the NYSESLAT.

7. New Programs at PS 14

For the 2009-2010 academic year, PS 14 has reinstated AIS programs, which had been discontinued the previous year.

8. Discontinued programs

This year, no programs have been discontinued at PS 14

9. After School Programs

All students, including ELLs, have equal access to all programmed offered at PS 14. After school program at PS 14 include:

- Extended Day
- The Y
- Test Prep for all standardized tests
- LEAP (computers, puppetry, dance --- to be held later in the school year)

10. Instructional Materials used to support ELL's

- Rigby, On Our Way to English
- Focus on Fluency
- Tales for Thinking
- Computer – CD ROM for On Our Way to English
- Globes, maps, charts
- Photos, realia,
- Leveled library, posters
- Making Words
- Puppets
- Writing prompts, journals
- (Please see above for additional materials listed)

11. Native Language Support

Native language support is provided through trade books in Spanish, peer interaction with native Spanish speakers, and the teaching of cognates.

12. All support services and resources are age and grade appropriate.

13. Programs to assist newly enrolled ELL's

Before the start of the school year, when parents register their children for PS 14, they meet with our Parent Coordinator, Ms. Evelyn Perreira Destefano, who is bilingual and biliterate in English and Spanish. Ms. Perreira Destefano gives the parents information on how to help their children in school, where to find ESL programs for adults, and any other referrals parents might need. Our guidance counselor, Ms Santos, also provides counseling and referrals where needed.

Professional Development Program

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

Professional development plan is as follows:

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF1. Professional Development PlanAt PS 14, the ESL teacher is the only staff member who has ESL certification. There are no bilingual teachers, and no teachers who have the ESL extension. In addition, nearly every teacher in our school has at least one ELL in his or her class. Therefore, PS 14 plans to conduct ESL training for those teachers who have not yet completed it.Collaboration with Classroom Teachers will continue to be a cornerstone of ESL professional development. The ESL teacher, in close cooperation with the classroom teacher, will plan academic language development. This instruction will be closely aligned with the curriculum and the Learning Standards. Also, ESL and classroom teachers will continue to meet through PD and common preps/grade meetings of subject area vocabulary (mathematics, science, social studies, and reading sight words), plus reading and writing skills and strategies from the classroom teacher and specific ELL strategies from the ESL teacher.Professional Development for classroom teachers of ELL will continue to take place both after school and during the school day. Classroom teachers will have ample opportunity to observe the ESL teacher giving a lesson and to consult with the ESL teacher during common planning periods.

Section III. Title III Budget

—

School: Ps 14x
BEDS Code: 320800010014

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	101,321	<input type="checkbox"/> This amount is the annual salary inclusive of fringe for our 1 ESL teacher.
Purchased services - High quality staff and curriculum development contracts	27,121	<input type="checkbox"/> This is the amount budgeted to improve teacher quality in OTPS..
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	5000	<input type="checkbox"/> This is the budgeted amount for the following as it relates to our ESL program: paper, misc school supplies, teacher supplies, bulletin boards
Educational Software (Object Code 199)	5774	<input type="checkbox"/> This is the budgeted amount for school related software inclusive of ESL needs
Travel	500	<input type="checkbox"/> This is for local travel expenses such as parking
Other	0	<input type="checkbox"/> n/a
TOTAL	11274	

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. In collaboration with ESL department, we utilize our in-house staff to provide both written and oral translation services.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. The findings of our schools written and oral interpretation needs are that we are able to meet the minimal demands of our parent constituents who are not English proficient.

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.

P.S. 14's plans to provide the following written translation services:

- a. Letters to specific parents about a child's specific needs and/or problems in school
- b. Permission slip letters
- c. Congratulatory letters about specific children
- d. Invitations, agendas, and information regarding parent workshops held at P.S. 14
- e. Newsletters - The Fourteener
- f. Information about tools and strategies for parents
- g. Translation of Parent Handbook

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.

- Parent-Teacher Night; need translators for parents who do not speak English -- Spanish the primary need
- Registration -- need office personnel who can communicate with parents who do not speak English -- Spanish is the primary need
- When parents come in to pick up a child, for whatever reason, before dismissal
- Presence of translators needed at parent workshops
- Translators need to be available to explain procedures or programs, or in the event of an emergency

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>.

- Spanish-speaking office assistants to handle needs of parents who call or visit the office
- Supplies and Materials -- Bilingual Dictionaries, Spanish-English, Chinese-English, Albanian-English, Vietnamese-English, and Bengali-English
- Computer Language Program

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:	0	543,414	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5434.14		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27170.70	*	
4. Enter the anticipated 10% set-aside for Professional Development:	54,341	*	

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

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

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY 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.

□

School Parent Compact

2010-2011

The Senator John D. Calandra School PS 014 and the parents of students participating in programs, activities and services funded by Title I, *Part A of the Elementary and Secondary Education Act (ESEA)(participating children)*, agree that this compact outlines how the parents, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents will develop and form a partnership that will help children achieve New York State's High Standard.

The School Parent compact is in effect during school year 2010-2011

- The P.S.14 Senator John D Calandra School will:
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standard as follows:

Administer predictive and interim assessments in ELA and mathematics designed to monitor student progress.

Collect and analyze data from all school-wide and class assessments to inform teaching and learning process.

Hold monthly grade level articulation meetings with teachers and support staff to monitor and assess student progress.

Hold Academic Intervention Team meetings to provide guidance and suggestions for teachers in methods of differentiating instruction to meet the needs of all learners.

- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individually child's achievement.
- Provide parents with frequent reports on their children's progress. Specifically, staff will be available to consultation with parents as follows;
 - Parents of students in need of the mandated 37 ½ minutes of additional instruction will receive notification prior to the first day of school. The additional instruction will begin on the first day of school.
 - Parents are encouraged to make appointments with their child's teacher before the school day, during the school day during the teacher's preparation period and after the school day.
 - Parents of students who are at risk of not meeting grade level benchmarks will receive written notification of such and their child will be invited to attend the Saturday Academic and Enrichment Program. The program for students in grades 3-5 will begin in March.

Provide parent reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Staff members, including teachers, the guidance counselor, parent coordinator and the administration will be available by appointment to meet with parents before, during and after the school day.
- All staff members will be available during both parent and teacher conferences.
- Parents will also be invited to meet with the teacher of their child's class in the Saturday Academic and Enrichment Program.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents will be provided an opportunity to become Learning Leaders after completing the necessary training program. This will certify them to work in classes.
- At their request, parents will be afforded an opportunity to observe their child's class.
- Parents are invited to all class and school performances.
- Parents are invited to attend class writing celebrations in addition to all other classroom academic celebrations.
- Parents are invited to attend all grade and school-wide academic celebrations.

○
Parent Responsibility

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

- By making education a priority in our home
- Making sure my child is prepared and on time for school
- Monitoring attendance and punctuality
- Talking with my child about her or his school activities every day
- Checking their child's agenda, class work, books, folders, and any other materials sent home by the school
- Scheduling daily homework time
- Provide an environment conducive for study
- Making sure homework is completed
- Monitoring the amount and type of television my child watches
- Monitoring the amount of time my child spends on the internet, playing video games, using the telephone, etc.
- Volunteering at my child's school
- Participating, as appropriate, with informed decisions relating to my child's education
- Promoting positive use of my child's extracurricular activities
- Participating in school activities on a regular basis
- Staying informed about my child's education and communicating with the school by promptly reading all notices from school, the Region, and the Department of Education, either received from my child or by mail and responding as appropriate
- Providing my child with a library card
- Reading and discussing with my child everyday
- Communicate positive values and character traits such as self respect, respect for others and their property, honesty, hard work, responsibility, and the behavior code of the school
- Modeling respect for the cultural differences of others
- Helping my child understand behavioral consequences
- Have high expectations and offer praise and encouragement for achievement

Student Responsibilities

We, as students, will share the responsibility to improve academic achievement to achieve the New York State's high standards. Specifically, we will:

- Be ready to do our best and be our best
- Come to school with all the necessary tools of learning – pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Bring home all materials needed to complete homework assignments and to study for tests
- Be honest and respect the rights and property of others
- Follow the school and class' rules of conduct

- Ask for help when you don't understand something
- Do our homework every day and ask for help when we need it
- Complete nightly reading
- Have access to library card for book borrowing and computers
-
- Give to our parents or the adult responsible for us, all notices and information that we receive at school every day to bring back to school any correspondence and information requested.
-

Schools Responsibilities

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the students to meet New York State's student academic achievement goals
- Provide students and parents with the dates for the city ACUITY and NYS assessments
- Provide proven educational programs for General Education, Special Education and English Language Learners in preparation for city and state exams in ELA and Math.
- The PPC is made up of the Principal, Assistant Principal, Teacher, Guidance Counselor AIS Provider, SETTS and IEP Teachers, Social Worker, and School Psychologists.
- Provide opportunities for students and parents to discuss their concerns and to be aware of support services available to them
- Monthly Calendar and Principal's letter discussing upcoming activities, meetings, exams and other information pertinent to the school community
- Provide vacation work packets in both English and Math during Holiday recesses
- Classroom instruction in the Point of Entry Model provides for the whole class, small group, and individual work
- Hold Parent-Teacher Conferences during which this Compact will be discussed as it is related to the individual child's academic achievement. Dates to be determined and announced by the Department of Education. Meetings with parents of English Language Learners (ELL) will be held in addition to school wide Parent-Teachers Conferences.
- Meetings with parents of all students with Individual Educational Plans
- Meetings with Fifth Grade students and their parents to discuss stepping up, middle school requirements, and program/options available in middle school
- Provide parents with frequent reports on their child's progress. The school will provide report cards 3 times a year (parents are required to pick up the first two report cards in person)
- The report card will include teacher's comments about student's progress in addition to a grade for academic progress, level of achievement, and behavior
- Progress letters and "in danger of being held over" letters are sent to parents between the issuing of report cards to help monitor a student's progress

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.

Title I Parent Advisory Structure Membership

Eligibility

Membership in the PS 14 Title 1 Advisory shall be limited to parents, legally appointed guardians, and persons in parental relation to Title I participating students currently attending PS 14

Outreach to New Members

In the beginning of each school year, a welcoming letter from the committee shall inform eligible parents and caregivers of PS 14 and shall encourage their participation.

Voting Privileges:

Each parent of a Title I participating child/children currently attending PS 14 shall be entitled to one vote concerning Title I related matters.

Officers

The officers of the PS 14 Title 1 Committee shall be: Chairperson, Vice-Chairperson, Recording Secretary, Treasurer
Qualifications for the officer positions listed above is limited to parents, legally guardians or persons in parental relation who meet the criteria as outlined in these Guidelines and are not employed at PS 14

Duties of Officers

The Chairperson shall:

preside at all meetings of the and shall be an ex-officio member of all committees except the nominating committee

appoint chairpersons of subcommittees with the approval of the Executive Board, and shall appoint chairpersons of standing committees with the approval of the membership

delegate responsibilities to other members and shall encourage meaningful participation in all activities

serve as the representative to the *District Title I Parent Committee (DPAC or Presidents' Council)* and shall be required to attend all district Title I parent leader meetings

share information and provide reports to membership

meet regularly with the officers and membership to plan meeting agendas and other activities/events

assist with the transfer of records to the incoming officers prior to the end of his/her term of office.

The Vice-Chairperson shall:

assist the Chairperson with the duties as outlined above and shall assume his/her duties his/her absence or at the Chairperson's request.

The Recording Secretary shall:

prepare meeting notices, agendas, sign-in sheets

record the minutes at all meetings

prepare and read the draft minutes at meetings and make minutes available upon request

share responsibility with other officers for safeguarding all records

sign and incorporate all amendments to these guidelines and ensure that they are maintained in the file of the id
access to members to information related to Title I compliance including the following documents (e.g., School and District Parent Involvement Policies, Department of Education Title I Parent Involvement Guidelines, Title I Non-Regulatory Guidance, Federal Law, Section 1118, NYSED Parents Right-to-Know documents)

assist with the transfer of PS 14 records to the incoming Title 1 officers officers prior to the end of his/her term of office

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.

Based on the 2008-2009 Quality Review, Progress Report Data, and in-house data analysis, the need for Academic Intervention was evident. PS 14 is using Title 1 funds to purchase AIS materials. Additionally, state test data indicated that student progress in ELA and Mathematics was not increasing at a desired rate. Title 1 funds are also being used to create a Literacy Coach position and a Data Specialist/Math Coach position to assist and improve the delivery of lessons and data collection.

2. Schoolwide reform strategies that:

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

School-wide reforms using Title 1 funding include materials purchased for the extended day program to provide academic intervention to designated students, the addition of a full time Literacy Coach and the addition of a full time Data Specialist/Math Coach. In addition, a number of interventions and opportunities include: small group instruction, guided reading groups, practice testing, attendance incentives, attendance followups, open house, parent conferences, inquiry teams, child study teams, common planning time, professional development based on need, mainstreaming, multi sensory approach, data collection and analysis, classroom inter-visitation, teacher/student goals, and setting clear and high expectations

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.

Increase the amount and quality of learning time, such as extended day, before and after school programs. A mid-year after school program will be created to assist students in preparing for the New York State ELA and Mathematics exams.

o Help provide an enriched and accelerated curriculum.

Literacy coach will work to ensure that instruction is standards-based and differentiated in order to meet the needs of all of our learners.

o Meet the educational needs of historically underserved populations.

PS14 has determined that emphasis must be placed on improving the performance of students with IEP's and those students in the top third in ELA and Mathematics which encompass the diverse student community

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.

School-wide reforms using Title 1 funding include materials purchased for the extended day program to provide academic intervention to designated students, the addition of a full time Literacy Coach and the addition of a full time Data Specialist/Math Coach. In addition, a number of interventions and opportunities include: small group instruction, guided reading groups, practice testing, attendance incentives, attendance followups, open house, parent conferences, inquiry teams, child study teams, common planning time, professional development based on need, mainstreaming, multi sensory approach, data collection and analysis, classroom inter-visitation, teacher/student goals, and setting clear and high expectations

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

All programs and interventions are designed and focused at meeting the needs of the individual child at PS14

3. Instruction by highly qualified staff.

100% of the staff of PS14 who teach core subjects 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.

Professional development is based on a needs based assessment of the staff as well as a survey of the staff as to what they felt was needed in professional development. Some of the professional development at PS14 includes ARIS training, AUCITY training, data collection and analysis, balanced literacy components, core curriculum standards, and the PS14 CEP

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

n/a

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

Our Parent Coordinator works collaboratively with our PTA to create events that attract parents to our school. We are also part of the Learning Leaders Program which has helped bring in many parents to support our initiatives. There are also monthly parent workshops prior to each PTA meeting to educate parents.

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

n/a

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

one-to-one data meeting, collaborative team meetings, inquiry research and SBST.

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.

Commitment to our Academic Intervention Program to service the students who are having difficulty mastering proficient or advanced levels of standards. AIS is broken up into upper grade and lower grade in order to maximize the amount of students services in this category.

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.

n/a

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

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

APPENDIX 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.)
10.
2. Please describe the services you are planning to provide to the STH population. In order to support this student in the best manner possible, we will call on the support of our guidance department to closely monitor academic progress and attendance. We will also utilize Network support.

Part B:

Part B - For Non-Title I Schools

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

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

CEP RELATED ATTACHMENTS

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

File Name - 28_08X014_102910-130528.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 <i>type here</i>	District	School Number	School Name <i>type here</i>
Principal <i>type here</i>		Assistant Principal <i>type here</i>	
Coach <i>type here</i>		Coach <i>type here</i>	
Teacher/Subject Area <i>type here</i>		Guidance Counselor <i>type here</i>	
Teacher/Subject Area <i>type here</i>		Parent <i>type here</i>	
Teacher/Subject Area <i>type here</i>		Parent Coordinator <i>type here</i>	
Related Service Provider <i>type here</i>		Other <i>type here</i>	
Network Leader <i>type here</i>		Other <i>type here</i>	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School		Total Number of ELLs		ELLs as Share of Total Student Population (%)	<i>%</i>
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education

SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	
------	--	----------------------------------	--	-------------------------------	--

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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.

Paste response to questions 1-4 here

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

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

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

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

Native Language Arts and Native Language Support

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



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. X014 Senator John Calandra					
District:	8	DBN:	08X014	School		320800010014

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.3	93.7	93.0
Kindergarten	82	94	86				
Grade 1	84	83	106	Student Stability - % of Enrollment:			
Grade 2	109	97	99	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	101	103	102		93.0	95.7	93.1
Grade 4	88	102	114	Poverty Rate - % of Enrollment:			
Grade 5	95	82	111	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		52.4	68.4	62.8
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		2	13	10
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		1	4	1
Ungraded	1	1	0				
Total	560	562	618				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	24	21	Principal Suspensions	5	4	0
# in Collaborative Team Teaching (CTT) Classes	40	48	50	Superintendent Suspensions	1	2	2
Number all others	50	40	40				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	40	37	TBD				
# ELLs with IEPs	2	9	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	38	42	42
Number of Administrators and Other Professionals	12	14	5
Number of Educational Paraprofessionals	5	3	12

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	94.7	92.9	100.0
				% more than 2 years teaching in this school	68.4	71.4	78.6
				% more than 5 years teaching anywhere	63.2	66.7	61.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	93.0	90.5
American Indian or Alaska Native	0.5	0.4	0.2	% core classes taught by "highly qualified" teachers	94.6	89.6	85.2
Black or African American	7.5	6.9	3.6				
Hispanic or Latino	56.3	56.0	56.3				
Asian or Native Hawaiian/Other Pacific	4.1	3.6	2.1				
White	31.4	32.6	37.5				
Male	56.8	56.8	56.3				
Female	43.2	43.2	43.7				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	20.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	11.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

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

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.

□

School Parent Compact

2010-2011

The Senator John D. Calandra School PS 014 and the parents of students participating in programs, activities and services funded by Title I, *Part A of the Elementary and Secondary Education Act (ESEA)(participating children)*, agree that this compact outlines how the parents, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents will develop and form a partnership that will help children achieve New York State's High Standard.

The School Parent compact is in effect during school year 2010-2011

- The P.S.14 Senator John D Calandra School will:
- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standard as follows:

Administer predictive and interim assessments in ELA and mathematics designed to monitor student progress.

Collect and analyze data from all school-wide and class assessments to inform teaching and learning process.

Hold monthly grade level articulation meetings with teachers and support staff to monitor and assess student progress.

Hold Academic Intervention Team meetings to provide guidance and suggestions for teachers in methods of differentiating instruction to meet the needs of all learners.

- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individually child's achievement.
- Provide parents with frequent reports on their children's progress. Specifically, staff will be available to consultation with parents as follows;
 - Parents of students in need of the mandated 37 ½ minutes of additional instruction will receive notification prior to the first day of school. The additional instruction will begin on the first day of school.
 - Parents are encouraged to make appointments with their child's teacher before the school day, during the school day during the teacher's preparation period and after the school day.
 - Parents of students who are at risk of not meeting grade level benchmarks will receive written notification of such and their child will be invited to attend the Saturday Academic and Enrichment Program. The program for students in grades 3-5 will begin in March.

Provide parent reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Staff members, including teachers, the guidance counselor, parent coordinator and the administration will be available by appointment to meet with parents before, during and after the school day.
- All staff members will be available during both parent and teacher conferences.
- Parents will also be invited to meet with the teacher of their child's class in the Saturday Academic and Enrichment Program.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents will be provided an opportunity to become Learning Leaders after completing the necessary training program. This will certify them to work in classes.
- At their request, parents will be afforded an opportunity to observe their child's class.
- Parents are invited to all class and school performances.

- Parents are invited to attend class writing celebrations in addition to all other classroom academic celebrations.
- Parents are invited to attend all grade and school-wide academic celebrations.

○ Parent Responsibility

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

- By making education a priority in our home
- Making sure my child is prepared and on time for school
- Monitoring attendance and punctuality
- Talking with my child about her or his school activities every day
- Checking their child's agenda, class work, books, folders, and any other materials sent home by the school
- Scheduling daily homework time
- Provide an environment conducive for study
- Making sure homework is completed
- Monitoring the amount and type of television my child watches
- Monitoring the amount of time my child spends on the internet, playing video games, using the telephone, etc.
- Volunteering at my child's school
- Participating, as appropriate, with informed decisions relating to my child's education
- Promoting positive use of my child's extracurricular activities
- Participating in school activities on a regular basis
- Staying informed about my child's education and communicating with the school by promptly reading all notices from school, the Region, and the Department of Education, either received from my child or by mail and responding as appropriate
- Providing my child with a library card
- Reading and discussing with my child everyday
- Communicate positive values and character traits such as self respect, respect for others and their property, honesty, hard work, responsibility, and the behavior code of the school
- Modeling respect for the cultural differences of others
- Helping my child understand behavioral consequences
- Have high expectations and offer praise and encouragement for achievement

Student Responsibilities

We, as students, will share the responsibility to improve academic achievement to achieve the New York State's high standards. Specifically, we will:

- Be ready to do our best and be our best
- Come to school with all the necessary tools of learning – pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Bring home all materials needed to complete homework assignments and to study for tests
- Be honest and respect the rights and property of others
- Follow the school and class' rules of conduct
- Ask for help when you don't understand something
- Do our homework every day and ask for help when we need it
- Complete nightly reading
- Have access to library card for book borrowing and computers
-
- Give to our parents or the adult responsible for us, all notices and information that we receive at school every day to bring back to school any correspondence and information requested.
-

Schools Responsibilities

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the students to meet New York State's student academic achievement goals
- Provide students and parents with the dates for the city ACUITY and NYS assessments
- Provide proven educational programs for General Education, Special Education and English Language Learners in preparation for city and state exams in ELA and Math.
- The PPC is made up of the Principal, Assistant Principal, Teacher, Guidance Counselor AIS Provider, SETTS and IEP Teachers, Social Worker, and School Psychologists.
- Provide opportunities for students and parents to discuss their concerns and to be aware of support services available to them
- Monthly Calendar and Principal's letter discussing upcoming activities, meetings, exams and other information pertinent to the school community
- Provide vacation work packets in both English and Math during Holiday recesses

- Classroom instruction in the Point of Entry Model provides for the whole class, small group, and individual work
- Hold Parent-Teacher Conferences during which this Compact will be discussed as it is related to the individual child's academic achievement. Dates to be determined and announced by the Department of Education. Meetings with parents of English Language Learners (ELL) will be held in addition to school wide Parent-Teachers Conferences.
- Meetings with parents of all students with Individual Educational Plans
- Meetings with Fifth Grade students and their parents to discuss stepping up, middle school requirements, and program/options available in middle school
- Provide parents with frequent reports on their child's progress. The school will provide report cards 3 times a year (parents are required to pick up the first two report cards in person)
- The report card will include teacher's comments about student's progress in addition to a grade for academic progress, level of achievement, and behavior
- Progress letters and "in danger of being held over" letters are sent to parents between the issuing of report cards to help monitor a student's progress

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.



Title I Parent Advisory Structure Membership

Eligibility

Membership in the PS 14 Title 1 Advisory shall be limited to parents, legally appointed guardians, and persons in parental relation to Title I participating students currently attending 08x014

Outreach to New Members

In the beginning of each school year, a welcoming letter from the committee shall inform eligible parents and caregivers of PS 14 and shall encourage their participation.

Voting Privileges:

Each parent of a Title I participating child/children currently attending PS 14 shall be entitled to one vote concerning Title I related matters.

Officers

The officers of the PS 14 Title 1 Committee shall be: Chairperson, Vice-Chairperson, Recording Secretary, Treasurer

Qualifications for the officer positions listed above is limited to parents, legally guardians or persons in parental relation who meet the criteria as outlined in these Guidelines and are not employed at PS 14

Duties of Officers

The Chairperson shall:

- preside at all meetings of the and shall be an ex-officio member of all committees except the nominating committee

- appoint chairpersons of subcommittees with the approval of the Executive Board, and shall appoint chairpersons of standing committees with the approval of the membership

- delegate responsibilities to other members and shall encourage meaningful participation in all activities

- serve as the representative to the *District Title I Parent Committee (DPAC or Presidents' Council)* and shall be required to attend all district Title I parent leader meetings

- share information and provide reports to membership

- meet regularly with the officers and membership to plan meeting agendas and other activities/events

- assist with the transfer of records to the incoming officers prior to the end of his/her term of office.

The Vice-Chairperson shall:

- assist the Chairperson with the duties as outlined above and shall

assume his/her duties his/her absence or at the Chairperson's request.

The Recording Secretary shall:

- prepare meeting notices, agendas, sign-in sheets
- record the minutes at all meetings
- prepare and read the draft minutes at meetings and make minutes available upon request

- share responsibility with other officers for safeguarding all records
- sign and incorporate all amendments to these guidelines and ensure that they are maintained in the file of the id access to members to information related to Title I compliance including the following documents (e.g., School and District Parent Involvement Policies, Department of Education Title I Parent Involvement Guidelines, Title I Non-Regulatory Guidance, Federal Law, Section 1118, NYSED Parents Right-to-Know documents)

- assist with the transfer of PS 14 records to the incoming Title 1 officers officers prior to the end of his/her term of office

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	0	502,931	502,931
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	5029.31	5029.31
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	25,146.55	
4. Enter the anticipated 10% set-aside for Professional Development:	0	50,293	

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

100

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

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

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2010-2011

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○

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- Making sure homework is completed
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- Volunteering at my child's school
- Participating, as appropriate, with informed decisions relating to my child's education
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- Participating in school activities on a regular basis
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- Be honest and respect the rights and property of others
- Follow the school and class' rules of conduct
- Ask for help when you don't understand something
- Do our homework every day and ask for help when we need it
- Complete nightly reading
- Have access to library card for book borrowing and computers
-
- Give to our parents or the adult responsible for us, all notices and information that we receive at school every day to bring back to school any correspondence and information requested.
-

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- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the students to meet New York State's student academic achievement goals
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- Provide proven educational programs for General Education, Special Education and English Language Learners in preparation for city and state exams in ELA and Math.
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- Provide vacation work packets in both English and Math during Holiday recesses

- Classroom instruction in the Point of Entry Model provides for the whole class, small group, and individual work
- Hold Parent-Teacher Conferences during which this Compact will be discussed as it is related to the individual child's academic achievement. Dates to be determined and announced by the Department of Education. Meetings with parents of English Language Learners (ELL) will be held in addition to school wide Parent-Teachers Conferences.
- Meetings with parents of all students with Individual Educational Plans
- Meetings with Fifth Grade students and their parents to discuss stepping up, middle school requirements, and program/options available in middle school
- Provide parents with frequent reports on their child's progress. The school will provide report cards 3 times a year (parents are required to pick up the first two report cards in person)
- The report card will include teacher's comments about student's progress in addition to a grade for academic progress, level of achievement, and behavior
- Progress letters and "in danger of being held over" letters are sent to parents between the issuing of report cards to help monitor a student's progress

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.

Title I Parent Advisory Structure Membership

Eligibility

Membership in the PS 14 Title 1 Advisory shall be limited to parents, legally appointed guardians, and persons in parental relation to Title I participating students currently attending 08x014

Outreach to New Members

In the beginning of each school year, a welcoming letter from the committee shall inform eligible parents and caregivers of PS 14 and shall encourage their participation.

Voting Privileges:

Each parent of a Title I participating child/children currently attending PS 14 shall be entitled to one vote concerning Title I related matters.

Officers

The officers of the PS 14 Title 1 Committee shall be: Chairperson, Vice-Chairperson, Recording Secretary, Treasurer

Qualifications for the officer positions listed above is limited to parents, legally guardians or persons in parental relation who meet the criteria as outlined in these Guidelines and are not employed at PS 14

Duties of Officers

The Chairperson shall:

- preside at all meetings of the and shall be an ex-officio member of all committees except the nominating committee

- appoint chairpersons of subcommittees with the approval of the Executive Board, and shall appoint chairpersons of standing committees with the approval of the membership

- delegate responsibilities to other members and shall encourage meaningful participation in all activities

- serve as the representative to the *District Title I Parent Committee (DPAC or Presidents' Council)* and shall be required to attend all district Title I parent leader meetings

- share information and provide reports to membership

- meet regularly with the officers and membership to plan meeting agendas and other activities/events

- assist with the transfer of records to the incoming officers prior to the end of his/her term of office.

The Vice-Chairperson shall:

- assist the Chairperson with the duties as outlined above and shall

assume his/her duties his/her absence or at the Chairperson's request.

The Recording Secretary shall:

- prepare meeting notices, agendas, sign-in sheets
- record the minutes at all meetings
- prepare and read the draft minutes at meetings and make minutes available upon request

- share responsibility with other officers for safeguarding all records
- sign and incorporate all amendments to these guidelines and ensure that they are maintained in the file of the ide access to members to information related to Title I compliance including the following documents (e.g., School and District Parent Involvement Policies, Department of Education Title I Parent Involvement Guidelines, Title I Non-Regulatory Guidance, Federal Law, Section 1118, NYSED Parents Right-to-Know documents)

- assist with the transfer of PS 14 records to the incoming Title 1 officers officers prior to the end of his/her term of office

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.

Based on the 2008-2009 Quality Review, Progress Report Data, and in-house data analysis, the need for Academic Intervention was evident. PS 14 is using Title 1 funds to purchase AIS materials. Additionally, state test data indicated that student progress in ELA and Mathematics was not increasing at a desired rate. Title 1 funds are also being used to create a Literacy Coach position and a Data Specialist/Math Coach position to assist and improve the delivery of lessons and data collection.

2. Schoolwide reform strategies that:

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

School-wide reforms using Title 1 funding include materials purchased for the extended day program to provide academic intervention to designated students, the addition of a full time Literacy Coach and the addition of a full time Data

Specialist/Math Coach. In addition, a number of interventions and opportunities include: small group instruction, guided reading groups, practice testing, attendance incentives, attendance followups, open house, parent conferences, inquiry teams, child study teams, common planning time, professional development based on need, mainstreaming, multi sensory approach, data collection and analysis, classroom inter-visitation, teacher/student goals, and setting clear and high expectations

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.
Increase the amount and quality of learning time, such as extended day, before and after school programs. A mid-year after school program will be created to assist students in preparing for the New York State ELA and Mathematics exams.
- o Help provide an enriched and accelerated curriculum.
Literacy coach will work to ensure that instruction is standards-based and differentiated in order to meet the needs of all of our learners.
- o Meet the educational needs of historically underserved populations.
PS14 has determined that emphasis must be placed on improving the performance of students with IEP's and those students in the top third in ELA and Mathematics which encompass the diverse student community
- 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. School-wide reforms using Title 1 funding include materials purchased for the extended day program to provide academic intervention to designated students, the addition of a full time Literacy Coach and the addition of a full time Data Specialist/Math Coach. In addition, a number of interventions and opportunities include: small group instruction, guided reading groups, practice testing, attendance incentives, attendance

followups, open house, parent conferences, inquiry teams, child study teams, common planning time, professional development based on need, mainstreaming, multi sensory approach, data collection and analysis, classroom inter-visitation, teacher/student goals, and setting clear and high expectations

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

All programs and interventions are designed and focused at meeting the needs of the individual child at PS14

3. Instruction by highly qualified staff.

100% of the staff of PS14 who teach core subjects 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.

Professional development is based on a needs based assessment of the staff as well as a survey of the staff as to what they felt was needed in professional development. Some of the professional development at PS14 includes ARIS training, ACUITY training, data collection and analysis, balanced literacy components, core curriculum standards, and the PS14 CEP

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

n/a

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

Our Parent Coordinator works collaboratively with our PTA to create events that attract parents to our school. We are also apart of the Learning Leaders Program which has helped bring in many parents to support our initiatives. There are also monthly parent workshops prior to each PTA meeting to educate parents.

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

n/a

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

one-to-one data meeting, collaborative team meetings, inquiry research and SBST.

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.

Commitment to our Academic Intervention Program to service the students who are having difficulty mastering proficient or advanced levels of standards. AIS is broken up into upper grade and lower grade in order to maximize the amount of students services in this category.

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.

n/a

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
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						references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I ARRA	Federal	*****			502,931	x	39,40

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

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

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

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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