



P.S. 061 FRANCISCO OLLER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 061 FRANCISCO OLLER
ADDRESS: 1550 CROTONA PARK EAST
TELEPHONE: 718-542-7230
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321200010061 **SCHOOL NAME:** P.S. 061 Francisco Oller

SCHOOL ADDRESS: 1550 CROTONA PARK EAST, BRONX, NY, 10460

SCHOOL TELEPHONE: 718-542-7230 **FAX:** 718-589-7361

SCHOOL CONTACT PERSON: PATRICIA QUIGLEY **EMAIL ADDRESS:** PQuigle@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Wanda Johnson

PRINCIPAL: PATRICIA QUIGLEY

UFT CHAPTER LEADER: John Meaney

PARENTS' ASSOCIATION PRESIDENT: Lyseida Cardona

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 12 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: ELVIRA BARONE/Wladimir Pierre

SUPERINTENDENT: MYRNA RODRIGUEZ

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Patricia Quigley	Principal	Electronic Signature Approved.
Wanda Johnson	UFT Member	Electronic Signature Approved.
John Meaney	UFT Chapter Leader	Electronic Signature Approved.
Lyseida Cardona	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Can not Logon. Signed on Paper No DOE email
Natasha Williams	Title I Parent Representative	Electronic Signature Approved.
Yanira Rivera	Parent	Electronic Signature Approved.
Shanovia Morrison	Parent	Electronic Signature Approved.
Marceline Jackson	UFT Member	Electronic Signature Approved.
Heyda Melendez	UFT Member	Electronic Signature Approved.
Lisa Garcia	Parent	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

C. S. 61 is a Pre-K to grade five school. We have one Pre-K class, three classes on second grade and four classes each in kindergarten, first, third, and fifth grades. We presently have CTT classes in kindergarten, first, second, third and fourth grades. We presently have self-contained special education classes in kindergarten, first, third, fourth, and fifth grades.

We have a free standing ESL program with a push in/pull out model of service.

C. S. 61 is located in the West Farms area of the South Bronx. We are located across the street from Crotona Park which our teachers and students use as a resource. 89.4% of our students are eligible for free lunch. 70.6% of our students are Hispanic and 26.6% are Black/African American.

Curriculum

Classrooms have leveled libraries for independent reading. Teachers use running records to determine a student's independent reading level, to match the student to appropriate books and to monitor student progress. AIS provides service students at risk and those who have scored a one or two on NYS assessments. We have teacher made grade level curriculum maps that are used as a guide for instruction. The number of students scoring at levels 3 and 4 on the NYS ELA tests in 2009 increased to 56% from 51.1% the previous year. However on the 2010 NYS test, the score decreased to 30% at proficiency levels.

The number of students scoring at levels 3 and 4 on the NYS Math tests in 2009 increased to 83% from 82% the previous year. On the 2010 NYS test, only 40% scored at proficiency levels.

Students receive 1:1 tutoring, homework help, fluency training and sessions in music, painting, dance, archery, drama, art and physical education. CAS provides family support including counseling, dental and medical aid. CAS maintains an office on site and provides a social worker who works with at risk students.

School Mission

It is the mission of Francisco Oller Community School 61 to cultivate a supportive and nurturing environment that fosters a community of life-long learners. In partnership with families and Children's Aid Society we will work collaboratively to empower our students to make informed decisions as productive citizens of the global community.

Vision

In order that our students achieve these goals, we will:
Share responsibility and accountability for children's learning

Incorporate technology into daily learning
Use inquiry and exploration
Offer differentiated instruction
Model good citizenship
Encourage independent learning
Respect all members of the school community
Integrate curriculum with real world connections
Empower our students to take ownership of their learning

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. 061 Francisco Oller								
District:	12	DBN #:	12X061	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<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	18	17	16		92.5	93.9	TBD		
Kindergarten	53	44	75						
Grade 1	71	65	57	Student Stability - % of Enrollment:					
Grade 2	56	65	68	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	58	55	62		93.1	96.37	TBD		
Grade 4	59	53	57						
Grade 5	57	56	58	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		83	90.4	89.4		
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		9	29	TBD		
Grade 12	0	0	0						
Ungraded	1	1	5	Recent Immigrants - Total Number:					
Total	373	356	398	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	3	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	22	13	32	Principal Suspensions	1	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	17	22	28	Superintendent Suspensions	1	0	TBD		
Number all others	24	18	17						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	29	25	24	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	9	5	9	Number of Teachers	31	31	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	10	TBD
				Number of Educational Paraprofessionals	6	5	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	74.2	67.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	54.8	58.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	87	87	TBD
American Indian or Alaska Native	0.3	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	29.5	26.1	26.6				
Hispanic or Latino	69.2	73	70.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0	0.5				
White	0.5	0.6	0.8				
Multi-racial							
Male	52	51.7	54.3				
Female	48	48.3	45.7				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	78.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	46.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

□

In order to complete this needs assessment, the data from several sources was reviewed. In ELA, we took into account running record data and item analysis from the Acuity tests as well as the NYS ELA exam in May 2010. In mathematics we reviewed EDM classroom unit tests as well as the item analysis of the Acuity tests and results of the NYS 2010 Math exam.

Although our school received an A on the 2008-09 DOE Progress Report, the decrease in the number of proficient students on the 2010 NYS exams lowered our score to a C. We will be analyzing our data throughout the school year to inform our professional development for teachers and to utilize best practices in instruction to raise student scores.

When looking at the scores from the NYS ELA and Math exams, we can say that we have more students scoring a 1 in 2010 than in 2009. It is also of great concern that some of these students fell from a low 3 or high 2 to the failing score.

ELA

The percentage of students scoring at levels 3 and 4 in all subgroups decreased. On the 2009 NYS ELA test 56% of students scored at proficiency levels and only 31% were proficient as measured by the 2010 test. We will work with students on reading more diversified and challenging texts, increasing vocabulary and using strategies that incorporate higher level thinking skills.

When looking at the data collected in the area of ELA, we see a discrepancy between scores generated by DRA running records and the scores on the NYS ELA exam. We have many students reading at or above grade level according to DRA and class running records. Making Inferences is a skill that is a weakness across third, fourth and fifth grades. Main idea and details, using context clues, and using text features are also skills that prove difficult for our students according to the periodic assessments. Coaches will provide professional development on the new content and structure of the NYS test and also the Common Standards as well as strategies to improve differentiated instruction. Writing is also a weakness and the Lucy Calkins writing program will be implemented in grades 3-5 to provide guidance in the writing workshop.

Math

The percentage of students scoring at levels 3 and 4 in all subgroups decreased. On the 2009 NYS math test, 83% of all students scored at level 3 or above while in 2010, 41% of students scored at levels 3 and above.

A review of test data including Ed Performance and Everyday Math unit tests shows the weakest areas are algebra, fractions - converting percentages and equivalency, and geometry. An understanding of number sense and instant recall of basic mathematics computation are also needed.

The same findings appeared when reviewing the Acuity data. Fifth graders showed weakness in converting fractions to percents, finding equivalent fractions, using a protractor, finding the third angle of a triangle, and order of operations: all of which can be memorized. Third and fourth grades showed weakness in multiplication and division, both of which could be remedied by the memorization of the times tables. An emphasis on memorization infused into the process instruction that is ongoing in our classrooms would be very beneficial for our students.

Professional development for staff will include the common standards as well as strategies for solving simple and complex word problems. Teachers will use common planning time to discuss best practices with colleagues and coaches.

Greatest Accomplishments

Tutoring programs are set up during the day for small groups so staff can differentiate instruction and focus on student needs. All teachers and paraprofessionals in grades 3-5 are responsible for groups of 10 students. Each group receives ELA and Math instruction and staff closely analyzes data to provide targeted instruction.

Teachers on each grade have common prep periods to allow time for collaboration and sharing of best practices.

Every 6 weeks, all teachers on a grade meet with administrators and support staff to review student progress in math, reading and writing. Data from running records, interim assessments and EDM unit tests are used as a basis for monitoring student progress.

Barriers to Improvement

Many parents speak Spanish as their first language and are not able to help students with homework and school projects.

Special Ed population - In grades 3/4/5 many students are not continuously enrolled in our school. Students who are continuously enrolled starting in a lower grade, perform better academically.

Students who enter our school in first grade and have not attended our Kindergarten are not as well prepared as students who completed Kindergarten at our school. Some lack a foundation in learned skills.

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"/> Goal #1 ELA - By June 2011, 90% of our 3rd-5th grade students will make at least one year’s progress in ELA. We will lower the number of students at level one by 50% and increase the number of students scoring at levels 3 and 4 by 50% as measured by the NYS ELA exam. based on the higher proficiency requirements, our percentage of students at levels 3 and 4 ddropped to 30% in 2010 from 56% on the 2009 ELA exam. 90% of K-2 students will demonstrate progress towards achieving reading proficiency by advancing at least 2 levels on the ECLAS-2 assessment by May 2011.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> Goal #2 Math- by June 2011, 90% of our 3rd-5th grade students will make at least one year’s progress as measured by the NYS Math test. We will lower by 50% the number of students scoring at level one proficiency. We will increase the percent of students scoring at levels three and four to 50%. Based on the higher proficiency requirements, our percentage of students at levels 3 and 4 fell to 40% in 2010 from 83% in 2009. Interim progress will be monitored using the Everyday Mathematics unit tests.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> Goal #3 DATA -To continue to improve the school’s system for collecting, analyzing and using data to guide the rise in student achievement and monitor a rigorous approach to instruction. DRA running records will be used to measure student reading and comprehension progress. Each student will be expected to progress on the DRA continuum every six weeks. Everyday Math unit tests are analyzed to determine student mastery of skills. Every 6 weeks beginning in September 2010 and ending in June 2011, classroom teachers meet with the principal, AIS staff and support personnel to discuss student progress. Teachers analyze their data to plan differentiated instruction.	<input type="checkbox"/> To be achieved.
<input type="checkbox"/> Goal #4 <u>TECHNOLOGY</u> - By the end of the 2010-2011 school year all classrooms will be equipped with Smartboards. There will be 3 computer labs accessible to teachers	<input type="checkbox"/> To be achieved.

and students – one permanent lab and 2 portable labs. Based on Inquiry Team action research, the Smartboard and computers were effective in raising student achievement. Differentiated instruction can be planned using a variety of software the school has available and the use of Acuity tutorials. Data can be gathered from programs such as Ed performance and Acuity to check student progress and set interim goals. Professional development will be provided to support planning differentiated instruction and in the technical use of the tools. Our goal is to use technology to keep students engaged in learning and thus raise achievement levels for all students. All students should make at least one year's progress in Math and ELA as measured by the NYS tests.

SECTION VI: ACTION PLAN

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

Subject Area

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal #1 ELA - By June 2011, 90% of our 3rd-5th grade students will make at least one year's progress in ELA. We will lower the number of students at level one by 50% and increase the number of students scoring at levels 3 and 4 by 50% as measured by the NYS ELA exam. based on the higher proficiency requirements, our percentage of students at levels 3 and 4 dropped to 30% in 2010 from 56% on the 2009 ELA exam. 90% of K-2 students will demonstrate progress towards achieving reading proficiency by advancing at least 2 levels on the ECLAS-2 assessment by May 2011.</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>Teachers will set interim goals for students based on running records and Acuity data, K-5 teachers will take running records 5 times a year. Every 6 weeks, Child Study Team meetings including teachers, principal, AIS providers and support staff to review data and monitor interim progress. Each student is expected to advance one level on the DRA running record continuum at each of these intervals. Based on data at these meetings support services may be modified. If students are not making adequate interim progress, AIS services may be added or modified. AIS programs include Foundations, Soar to Success, Voyager, Great Leaps and guided reading groups as part of a pull out support program. Students are also assigned to Acuity individualized tutorials based on their needs. Literacy coaches will provide differentiated professional development to general ed and special ed teachers in the classroom by modeling lessons and effective instructional strategies to teachers as needed. Grade leaders meet with teachers to help plan instruction using the school's literacy</p>

	<p>curriculum maps and the NYS standards. Modifications in lesson presentation are made by individual teachers.</p> <p>Coaches will provide professional development on differentiating instruction based on the learning styles, modalities and needs of all students.</p> <p>Literacy coaches and assistant principals will help teachers analyze and use data to plan instruction. PD will include using ARIS, Scantron, Smartboards, Ed performance and interim assessment data. All K-5 classrooms will be equipped with Smartboards.</p> <p>Parents and members of our CBO, Children's Aid Society, will be trained in using the data provided on ARIS.</p> <p>Professional development by coaches and administrators will aid teachers in setting interim and long term goals. Smartboards will be used to illustrate assessment results and clarify analysis of data and the grouping of students.</p> <p>All students in grades 3-5 will receive small group instruction for 2 periods 3 times per week. Coaches, paraprofessionals and support staff will pull out groups of 8-10 students from all classes leaving classroom teachers with a small group. Differentiated instruction based on needs and achievement levels will be provided.</p> <p>Using our scanner allows us to have immediate feedback on benchmark tests as well as any multiple choice test that is given in the building.</p> <p>The Junior Great Books Shared Inquiry model will be used to enhance critical thinking skills on all grades</p> <p>Professional development on implementing best practices to help raise student achievement. Teachers will share Best Practices through modeling, intervisitations and turn-key presentations at professional development and grade level meetings.</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>□ Literacy Coaches are funded through Contracts for Excellence. Coaches will work in the classroom with teachers and provide professional development in NYS ELA standards. Title I funding helps support small class size in grade 3 Children's Aid Society provides an afterschool program that includes tutoring, homework help and enrichment activities 37.5 minutes – All students in grades 1-5 stay for tutoring, enrichment and clubs Small group intervention and enrichment provided by paraprofessional and support teachers. Programs include Foundations, Voyage, Soar to Success, Great Leaps, and Acuity customized tutorials. There is a Parent Link to Acuity so parents can help their children at home.</p>

	Workshops are held for parents to familiarize them with Acuity.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <p>Interim progress will be monitored using DRA running records, teacher made tests, Acuity and Ed performance.</p> <p>Acuity interim and predictive assessments throughout the year help teachers and administrators set interim goals for students based on students' strengths and weaknesses.</p> <p>All classroom teachers keep up to date assessment information with results of formative assessments, running records, and conference notes. Teachers meet with administrators and coaches every 6 weeks starting in October to review student progress.. Student interim goals are revised based on data.</p> <p>In September, parents are invited to a VIP (Very Important Parent) Night at which time teachers explain their goals and expectations for the students. Teachers and parents meet at conferences in November and March.. The school send home report cards/progress reports 5 times per year.</p> <p>NYS ELA assessments – May 2011</p> <p>ECLAS – 2 – Grades K-3 use this assessment at the beginning and end of the year to determine student progress</p>

Subject Area
(where relevant) :

Math

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>Goal #2</p> <p>Math- by June 2011, 90% of our 3rd-5th grade students will make at least one year's progress as measured by the NYS Math test. We will lower by 50% the number of students scoring at level one proficiency. We will increase the percent of students scoring at levels three and four to 50%.</p> <p>Based on the higher proficiency requirements, our percentage of students at levels 3 and 4</p>
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	<p>fell to 40% in 2010 from 83% in 2009. Interim progress will be monitored using the Everyday Mathematics unit tests.</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>Analyze NYS Math data and Acuity interim assessments to identify students' strengths and weaknesses to help plan differentiated instruction. Teachers and support staff meet every 6 weeks to review student progress as evidenced by EDM unit tests and Acuity scores. Intervention – small group work with AIS providers. Intervention services are added or modified after data analysis for students not making adequate progress. Math coach will work with ELL, SWD and at risk students to raise achievement. An intern from NYCTC works with higher achieving students using enrichment activities. All students receive small group instruction for 2 periods 3 times per week. Coaches, classroom teachers, support staff and paraprofessionals each work with 8-10 students in a pull out program that allows for differentiated instruction. Technology programs will be used to support student needs and to differentiate instruction Teachers will use the NYSED website to access standards and standards based lesson plans and samples of NYS assessments</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</i></p>	<p><input type="checkbox"/></p> <p>Title 1 funding supports the Math Coach who provides in class support, modeling and professional development Children's Aid Society supports our math program through their extended day programs which also include weekend, holiday and summer programs</p>

<p><i>action plan.</i></p>	<p>Schoolwide – Title 1 funds allow us to provide small group instruction with teachers and paraprofessionals who provide differentiated instruction</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>□</p> <p>Every 6 weeks, teachers, administrators and support staff meet at Child Study meetings to assess student progress based on informal assessments, teacher-made tests and Everyday Math chapter tests. At this time, interim goals are set for each student. Through collaboration, modifications in teaching strategies are agree upon and implemented.</p> <p>Interim progress will be monitored using Everyday Math unit tests and Acuity tests. Students in need of additional support will be provided with support services.</p> <p>Gains – Each student will make at least one year’s progress as measured by the May 2011 NYS Math test. There will be an increase to 50% of students scoring at levels 3 and 4 and a decrease by 50% of students scoring at level one on the NYS math test.</p> <p>In September, parents are invited to a VIP Night at which time teachers explain their goals and expectations for the students. Parents receive attend Parent Teacher conferences in November and March. Five times during the year, parents receive report cards/progress reports</p> <p>ARIS link – Parents will have access to computers and professional development on how to access and make use of the ARIS data</p> <p>NYC Interim and Predictive Assessments – ongoing during the school year. Teachers, coaches and administrators analyze the math interim assessments and determine students’ strengths and weaknesses. Interim goals are set and instruction is planned to meet students’ needs.</p> <p>Acuity – Teachers have access to online resources and assessments. Teachers analyze the results of the assessments and differentiate instruction by assigning students to material aligned to their needs.</p>

Subject Area
(where relevant) :

Analyzing Data to Plan Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>☐ Goal #3 DATA -To continue to improve the school’s system for collecting, analyzing and using data to guide the rise in student achievement and monitor a rigorous approach to instruction. DRA running records will be used to measure student reading and comprehension progress. Each student will be expected to progress on the DRA continuum every six weeks. Everyday Math unit tests are analyzed to determine student mastery of skills. Every 6 weeks beginning in September 2010 and ending in June 2011, classroom teachers meet with the principal, AIS staff and support personnel to discuss student progress. Teachers analyze their data to plan differentiated instruction.</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>☐</p> <p>Every 6 weeks, teachers meet with the principal, AIS providers and support staff to analyze data and monitor student progress. DRA running records and Everyday Math chapter/unit tests are used to determine student progress. Teachers set interim and long term goals based on data.</p> <p>Professional development by administrators and staff on collecting, analyzing and using data to inform instruction and help increase student progress. Data gathering and analysis should be consistent among grade levels. Teachers and coaches will use ARIS, Scantron, interim assessments and other informal data to assess students. Smartboards will be used to illustrate data.</p> <p>Using data to plan instruction will be embedded in teacher practice</p> <p>Align instruction to the NYS standards</p> <p>Learning Walks using the Professional Teaching Standards allow teachers and administrators to focus on the quality of instruction. Feedback is provided with suggestions for improvement. Teachers also take part in Learning Walks and use the standards to offer feedback to colleagues.</p> <p>Professional development in understanding the Teaching Standards and using the continuum to assess professional growth</p> <p>Common planning time is provided so teachers can share best practices on their grade level</p> <p>Data from interim assessments is analyzed as a grade. Teachers group students according to strengths, weaknesses and needs of students</p> <p>Project based learning – groups are formed based on learning styles, interests and abilities to differentiate instruction</p> <p>School matrix – Using ARIS data, all students in grades 3, 4 and 5 are listed with their corresponding scores on ELA and Math for present and previous grades along with</p>

	<p>interim assessment scores. Teachers and administrators review student progress together.</p> <p>Using the Acuity item analysis, staff is able to detect patterns of how students respond to instruction</p> <p>Teachers conference with students during reading, writing and math periods so they are able to monitor progress on an individual basis.</p> <p>Using data to plan instruction will be embedded in teacher practice</p> <p>Align instruction to the standards</p> <p>Professional development on planning and implementing differentiated lessons</p> <p>Project based learning – Groups can be formed based on learning styles, interests and abilities to differentiate instruction</p> <p>Using technology to promote 21st century classrooms. Students use computer programs for individualized practice in ELA and Math</p> <p>Learning Walks using the Professional Teaching Standards to help focus instruction on best practices. Feedback to teachers is provided with suggestions for improvement</p> <p>Use of Acuity resources to review and reinforce weaknesses identified by interim assessments</p> <p>Common planning time so teachers can share best practices on how to differentiate the grade level curriculum</p> <p>Setting interim and long term goals based on NYS test data and NYC interim assessments</p> <p>Disaggregate data for subgroups so each group can be monitored for progress.</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"/> Literacy coaches and Math coach positions are funded through the contract for Excellence. In-class support for differentiated instruction is provided by coaches.</p> <p>Smartboards are used to provide interactive lessons in the classrooms.</p> <p>Coaches and administrators provide professional development to help staff understand, analyze and use data to plan instruction</p> <p>Coaches and administrators demonstrate effective strategies used by teachers at different grade levels</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"/> Interim progress will be monitored by administrators through observations, learning walks and schoolwide assessments.</p> <p>Instruction is differentiated and challenging as evidenced by Learning walks every 6 weeks guided by the Professional Teaching Standards</p>

	<p>Data is analyzed and student progress is monitored Data is used to group students by need. In May the assessment is administered to determine student progress.</p> <p>. Differentiated instruction by all teachers is monitored during formal and informal observations In grades 3-5, the number of students scoring at levels 3 and 4 on the 2011 NYS ELA and Math tests will increase by 2% and students scoring at levels 1 and 2 will decrease by 2%</p> <p>Students in grades K-3 will make at least one year's progress in ELA as per running records and the ECLAS 2 assessment and one year's progress in Math as measured by the Everyday Math end of the year test.</p>
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**Subject Area
(where relevant) :**

Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Goal #4 TECHNOLOGY - By the end of the 2010-2011 school year all classrooms will be equipped with Smartboards. There will be 3 computer labs accessible to teachers and students – one permanent lab and 2 portable labs. Based on Inquiry Team action research, the Smartboard and computers were effective in raising student achievement. Differentiated instruction can be planned using a variety of software the school has available and the use of Acuity tutorials. Data can be gathered from programs such as Ed performance and Acuity to check student progress and set interim goals. Professional development will be provided to support planning differentiated instruction and in the technical use of the tools. Our goal is to use technology to keep students engaged in learning and thus raise achievement levels for all students. All students should make at least one year's progress in Math and ELA as measured by the NYS tests.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□ All classes in grades 3-4 will be assigned a block of time each week for use of the computer lab. 5 classes will each share one computer lab.</p> <p>As a result of winning an ARIS Parent Link grant, 4 computers will be dedicated to parent use and professional development will be provided to parents. A strong partnership with parents will impact student achievement</p> <p>Students will be assigned to Acuity tutorials based on Acuity scores and simulated testing</p> <p>Students in grades preK-2 will use the permanent lab in 412</p> <p>Teachers in all classrooms will have Smartboards installed</p> <p>Access to the computer labs will give teachers a tool for differentiating instruction</p> <p>Materials to be used include Acuity tutorials, Brainpop (ELA and Math), Ed performance and IXL (math)</p> <p>Professional development on technical troubleshooting and using the lab for effective instruction will be provided</p> <p>Smartboards provide teachers with hands on instructional tool</p> <p>Smartboards are used to make visual presentations for students</p> <p>We have a multi curriculum video library available to teachers to enrich instruction. Materials are available on all grade levels and aids student understanding</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</i></p>	<p>□ ARIS Parent Link Access grant provides for 4 computers for parent use and customized training</p> <p>Smartboards are funded through the City Council Resolution A Grant</p> <p>Monies were budgeted from 2009-2010</p>

<p><i>the actions/strategies/activities described in this action plan.</i></p>	<p>budget to purchase the mobile laptop labs including 32 laptops Professional Development will be provided by in-house coaches and through specialists provided by Tequipment, Acuity, and Edperformance.com</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>□ Acuity assessments, simulated tests and teacher made tests will be used to set interim goals for student performance Teachers will be observed using the Smartboard and computer lab during Learning Walks and formal and informal observations Teachers monitor student progress and meet with administrators and support staff every 6 weeks to discuss student progress Students will make at least one year's progress as measured by NYS Math and ELA tests and the EDM end of year test and ECLAS 2 assessments Parent involvement should impact student performance</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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
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"/> ELA services are provided in a pull out model for K-5 students. Services are provided during the school day by support teachers and paraprofessionals. For 2 periods each day, all 3rd, 4th, and 5th grade students are divided into groups of 8-10 for reading and writing strategy instruction. Programs include Foundations, Soar to Success, Voyager and Great Leaps. Students receive differentiated instruction and work on phonics, vocabulary, fluency, comprehension, and writing skills. The READ program services students in Kindergarten and Grade One in the CAS afterschool program.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Math intervention is provided for students in grades 3-5. Strategies for problem solving, test strategies and computational skills are the focus. Computer programs are used to individualize instruction. Students are divided into small groups and are pulled out by paraprofessionals and teacher support staff.</p>
<p>Science:</p>	<p><input type="checkbox"/> Classroom teachers and support staff work with small groups of 8—10 students during the school day. Teachers use the FOSS program for hands on activities and Houghton Mifflin textbooks for content area instruction. Students in grade 4 also practice testing strategies on the computer with program such as Uptown Education.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Small groups in the 4th and 5th grades are pulled out for intervention. The NYS Social Studies test is used as a basis for lesson planning to prepare students for the exam in November. Teachers use the Houghton Mifflin program for intervention groups.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Provides counseling for general ed students on a need basis. The counselor provides individual sessions as well as group sessions.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> The psychologist provides crisis intervention services, at risk counseling services and follows up through teacher consultation regarding these students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Provide counseling to students who are at risk for academics and behavior. Students are referred to PPC by classroom teachers and then are monitored by the social worker. Every 6 weeks, student progress is discussed at Child Study meetings with teachers and administrators.</p>

At-risk Health-related Services:

N/A

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 23

Non-LEP 10

Number of Teachers 1

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□

We have a free standing ESL program servicing 23 students. The approach is to promote communicative competence and academic success. We have integrated the Balanced Literacy approach with ESL strategies. Instruction is provided in small groups; partnerships and group sharing. The ESL teacher will articulate and plan with classroom teachers to meet the needs of each student. Students that are identified as "At Risk" will receive AIS services. ELL students are serviced by a certified Bilingual Teacher using a combination of push in and pull out program. The ESL teacher is selected by demonstrating strong academic language proficiency in both English and Spanish. The ESL teacher holds the appropriate NYS teaching license, is involved in on-going professional development, and is skilled in both content and pedagogy.

All ELL students are mainstreamed in English speaking classes and participate in all curricular and extracurricular activities.

To ensure that ELL students meet the standards and pass the required NYS 3rd, 4th and 5th grade assessments, our ELL programs are aligned with the NYS Standards and core curriculum as offered in our non-ELL instructional program. An ELL teacher provides in-class support, lunch and learn meetings and grade meetings for all teachers with ELL students. Professional development is provided so teachers are familiar with best practices in ELL instruction. CS 61 has adopted a coherent, system-wide language policy for our ELL program that will promote differentiation of instruction. Furthermore, the ELL teacher will use the strategies of Balanced Literacy and Every Day Mathematics to enhance student growth in these curricula areas, and instructional materials that are aligned with the NYS standards. Our Literacy Coach, Math Coach and Empowerment Support Organization will support our school in order to ensure student achievement and to scaffold teacher development through "Scientifically Based Research" methods regarding ELL students.

The ESL teacher is selected for demonstrating strong academic language proficiency in both English and Spanish. The ESL teacher holds the appropriate NYS teaching license, is involved in on-going professional development, and is skilled in both content and pedagogy.

The ESL teacher will provide ESL instruction for a minimum of two periods per-day throughout the school year for students at beginning or intermediate levels. Advanced students receive one period of ESL instruction. The ESL teacher will also work with ESL students during the 37.5 minute period and at lunchtime. This instruction must develop all language skills.

Our instructional strategies are as follows: Teachers will use several approaches in order to promote communicative competence and academic success. For example, teachers use the cognitive academic learning approach. The Cooperative Learning Approach (C.A.L.A.) espouses cooperative and interactive student participation. This approach also enables students to develop communication, trust building, self-esteem, and conflict resolution skills. Another approach a teacher might use is the Natural Approach that stresses the importance of a meaningful context. This approach includes the modeling of correct language, rather than error correction, the use of first language in the

early stages and an emphasis on communication.

This year we are continuing to integrate into ESL instruction the Balanced Literacy Approach for reading, writing, speaking, listening, and word work. Instruction is driven through small group, partnership and group sharing in which the students and teacher are actively engaged in the learning process. The Balanced Literacy approach enables teachers to work with small groups of students and differentiate instruction according to need.

Teachers use the ESL strategies included in literacy and content area programs including the EDM program, Lucy Calkins Units of Study, Good Habits Great Readers, etc.

Teachers analyze data from the Acuity assessment system, ECLAS-2 and DRA running records to group students for instruction and identify student needs. Ongoing running records help teachers to monitor student progress in reading. The Inquiry Team identifies students, including ESL students, in need of AIS services, monitors progress and suggests instructional strategies.

Students who are identified at risk receive instruction at their functional level. The instructional planning and lesson implementation is at students' functional levels. Students receive the following AIS services:

Basic Interpersonal Communications Skills – Social Language

Standard Based Language Instruction – Academic Language

Scaffolding of language and content area

Differentiated instruction

Small group instruction

One to One tutoring

Balanced Literacy Approach/ESL component

Technology and programs that focus on listening, speaking, writing and reading

Extended day, Holiday Academies that focus primarily on literacy, mathematics, science and social studies

Children's Aid Society Program

Instruction is provided according to students identified levels

Ongoing assessment and data analysis provide evidence of student learning, need for mid-course changes and is used to drive instruction

The Workshop Model in literacy provides the lens through which instruction is planned and implemented to ensure student engagement, student productivity, real world connection and multiple assessments. Academic language/Rigor/Discourse is implemented into ESL teacher's planning. Teachers plan using Rigby materials/ESL components for each lesson. The teacher will model, observe, and analyze student learning. He/she will advise, coach, guide, monitor student understanding and extend learning to future study. All learning activities take place within the context of the Principles of Learning which include, among others, setting clear goals and high expectations.

For students who have been identified with Long Term Services we provide at risk services, pull out and push in programs, small group tutoring and 1:1. We use Wilson, Rigby, Phonemic Awareness programs, Month by Month Phonics, and High Interest Reading Material to support and motivate student learning. Classrooms are also designed to support students' needs. We also have technology programs to meet

the individual needs of each student.

B. EXTRACURRICULAR:

ESL students take part in the Children's Aid Society afterschool program that includes art, drama, homework help and sports.

II. PARENT/COMMUNITY INVOLVEMENT

A Parent orientation session takes place at the beginning of September. Parents review a video in their native language. Parent coordinator will provide information about services available to parents in our school. Parents are encouraged to participate in all school activities including the School Leadership Team, PGA meetings, workshops, assemblies, trainings and trips.

The parent orientation session is scheduled for September 17, 2009 at 9:00 A.M. in the parent room and thereafter on an as needed basis in the parent room. At the parent orientation session, parents will review the Parent Orientation video (in their native language to the extent possible) and parents will be asked to complete a program selection form, indicating their choice of ELL programs. The school's Parent Coordinator will be in attendance at the sessions to provide information as to the services available to parents at our school and to provide general support for the parents. Furthermore, the staff of the Bronx Division of Youth and Family Support is committed to supporting parents of ELLs by offering parent orientations and counseling on a daily basis. At all parent activities and meetings, we ensure that adequate information is distributed to the extent possible.

All school related information will be disseminated to parents of ELL students in both English and Spanish. Parents are encouraged to participate in all school activities. (School Leadership Team, LAP Committee, PGA meetings, School Workshops, Assemblies, Trainings, and Trips) We also provide orientation sessions on the NYS Standards, NYS Assessments, school expectations and general requirements for ELL students. A video will be viewed in English or Spanish followed by a question and answer period.

Workshops have been scheduled monthly, to provide parents and teachers of ELL students on topics such as ESL approaches to Balanced Literacy, Strategies to work with your child at home, Every Day Math, and Using data as a tool to drive individual student instruction. With our collaboration with the Children's Aid Society, we will provide ESL classes for Spanish speaking parents.

SUPPORT SERVICES PROVIDED TO LEP STUDENTS

In addition to ESL, LEP students receive AIS services as needed and participate in the schoolwide academic afterschool program and the CAS afterschool programs.

ELL assessments are ongoing including teacher observation, portfolios, NYSESLAT, LAB and Acuity

ELL Academic instruction

Using ARIS and running records to drive instruction and student academic success through analyzing data

Literacy centers including listening, word study, and instructional games

Understanding LAB and NYSESLAT

Common periods to assist in planning along with ESL teacher

Classroom library to support student's first language

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.

□

Classroom teachers receive site based, staff development throughout the course of the school year in the core curricula from school based literacy and math coaches, School Based support Team, and network ELL consultants.

QTEL topics include: ELL strategies in the classroom, analyzing and using data, NYSESLAT test components, balanced literacy, Everyday Math, the Workshop model, Professional Teaching Standards, lesson planning, questioning strategies, stages of language acquisition, phonics, phonemic awareness, and current research in the fields of bilingual/ELL education, cognitive theory and brain based learning.

Professional Development sessions are held during grade meetings, lunch and learn meetings, leadership meetings, PGA involvement, after school and On Line Learning developed at the Harvard Graduate School of Education.

Section III. Title III Budget

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School: C.S. 61

BEDS Code: 321200010061

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Observation of parents' speaking to children and to one another
Home Language Survey enclosed in the cumulative record card

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.

We need a translator at all scheduled meetings
All documents, notices and flyers are translated into Spanish
Use of technology Spanish dictionary on CD available in library, translating equipment, a library with parent's section and books in English and Spanish
Information is disseminated at meetings, through the school website and through flyers in English and Spanish
Need for sign language translator

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.

All notices are translated into Spanish. Translations are done by in-house staff

A staff member translates for Spanish speaking parents at school meetings
Children's Aid Society provides extra translators at back to school night and parent teacher conferences

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

Oral translation will be provided by school staff and Children's Aid Society staff

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>.

All notices and information sent home to parents will be in English and Spanish. A staff member is available to translate for parents at all school meetings.

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:	301,725	185,534	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	4927		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15086	*	
4. Enter the anticipated 10% set-aside for Professional Development:	30172	*	

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

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

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

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

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

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

□

THE FRANCISCO OLLER SCHOOL
Community School 61
PATRICIA A. QUIGLEY, PRINCIPAL
Winston Simmonds, Assistant Principal
Earlene Harris, Assistant Principal

PARENT INVOLVEMENT POLICY
2010-2011

C. S. 61 will provide monthly Parent Workshops for all parents to develop knowledge of instructional programs, NYS Assessments, NYC Interim Assessments, Chancellor’s Policy, use of ARIS, ECLAS 2, and Student Code of Behavior.

C. S. 61 will notify parents through a monthly calendar, letters and flyers as to the date and time of meetings and workshops to address academic requirements of Everyday Math, Balanced Literacy, Social Studies and Science as well as using the Acuity and ARIS websites. An online calendar is available for parent access at quia.com

C. S. 61 parents, teachers and staff will share responsibility for student performance through Parent/Teacher Conferences, School Leadership Meetings, CST, Family Support and Intervention conferences. Parents will receive report cards/progress reports 5 times per school year.

C. S. 61 parental involvement will occur through attendance at the annual Very Important Parent Night (VIP night). Staff members present and discuss curriculum expectations, assembly programs, and use of parent volunteers, PGA fundraising events to support student achievement. Parents and teachers are invited to a day long retreat at the Children’s Aid Wagon Road Camp and attend workshops. Parents will be invited to workshops and classes including: adult archery, CPR, holiday cooking, resume awareness, and resume writing.

C. S. 61 will schedule meetings at various times during the day and after the school day to accommodate parents. Responses to parents written comments will be done through phone contact or written communication by appropriate supervisor.

C. S. 61-parent outreach will be made through monthly calendars, letters and phone calls to disseminate information about the school's instructional programs, student assessments, meetings and summer programs.

C. S. 61 will provide translations for non-English speaking parents.

C. S. 61 and Children's Aid Society reach out to parents through monthly calendars listing special workshops and events, assembly programs, and provides in school counseling and off site dental and medical aid.

C. S. 61's School Leadership Team meets bi-monthly and consists of 5 parents and 5 staff members.

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

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

SCHOOL-PARENT COMPACT
Community School 61
2009-2010

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

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

VIP Night in September

Parent-teacher conferences in November and March

Frequent reports to parents on their children's progress

Parents and staff attend a full day of professional development at the Children's Aid Wagon Road activities

Opportunities to volunteer and participate in their child's school

Observation of classroom activities

Reasonable access to staff

To assure that parent may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading, math strategies, social studies, science and promotion criteria

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on a variety of parenting issues and workshops dealing with teaching and learning strategies

To work with his/her child/ren on schoolwork; read for 15 to 30 minutes per day to pre-kindergarten through 1st grade students; and listen to 2nd to 5th grade students read for 20-30 minutes per day.

To monitor his/her children's:

Attendance at school

Homework

Television watching

To share the responsibility for improved student achievement.

To communicate with his/her child's teacher about educational needs.

To ask the Parent Coordinator and PGA to provide information on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/ren in the educational process.

We agree to work together, to the best of our abilities, as educators, and parents to fulfill our common goal of providing for the successful education of our children.

Signature of Principal Signature of Parent/Guardian

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.

Data from the following sources was analyzed – NYS ELA and Math tests, NYS Social Studies and NYS Science tests, Acuity diagnostic reading and math tests, ECLAS 2 and EPAL tests and individual student running records. Data from the Quality Review, NYS School Report Card, ARIS and ATS data systems, and the NYC Progress Reports was also examined and analyzed. Administrators and teachers met together to analyze data and determine students' weaknesses and strengths. The Child Study Team and the Inquiry Team meet on a regular basis and review information concerning "at risk" students so that intervention is provided

2. Schoolwide reform strategies that:

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

□

STRATEGIES to help students meet advanced levels of student academic achievement

Teachers, CST members and Inquiry Team members identify students for intervention services. Intervention is provided by guidance counselors, social worker, SETTS teacher, coaches, staff developers and paraprofessionals.

Teachers use data from Acuity, teacher observation and the 6 week cycle of AIS meetings to differentiate instruction based on student's strengths and weaknesses

Children's Aid Society supports an afterschool program that provides homework help and tutoring as well as one to one reading help. The CAS program also provides programs in the arts for students – dance, art, archery, band, chorus and drama

We will have holiday and Saturday academic programs that are geared toward at risk students – depending on budget considerations

We are integrating project based learning activities into our curriculum planning. Students learn and retain more information when the curriculum areas are connected and real world problems are part of their projects

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.

□

STRATEGIES to help students meet advanced levels of student academic achievement

Teachers, CST members and Inquiry Team members identify students for intervention services. Intervention is provided by guidance counselors, social worker, SETTS teacher, coaches, staff developers and paraprofessionals.

Teachers use data from Acuity, teacher observation and the 6 week cycle of AIS meetings to differentiate instruction based on student's strengths and weaknesses

Children's Aid Society supports an afterschool program that provides homework help and tutoring as well as one to one reading help. The CAS program also provides programs in the arts for students – dance, art, archery, band, chorus and drama

We will have holiday and Saturday academic programs that are geared toward at risk students – depending on budget considerations

We are integrating project based learning activities into our curriculum planning. Students learn and retain more information when the curriculum areas are connected and real world problems are part of their projects

o Help provide an enriched and accelerated curriculum.

□

STRATEGIES to help students meet advanced levels of student academic achievement

Teachers, CST members and Inquiry Team members identify students for intervention services. Intervention is provided by guidance counselors, social worker, SETTS teacher, coaches, staff developers and paraprofessionals.

Teachers use data from Acuity, teacher observation and the 6 week cycle of AIS meetings to differentiate instruction based on student's strengths and weaknesses

Children's Aid Society supports an afterschool program that provides homework help and tutoring as well as one to one reading help. The CAS program also provides programs in the arts for students – dance, art, archery, band, chorus and drama

We will have holiday and Saturday academic programs that are geared toward at risk students – depending on budget considerations

We are integrating project based learning activities into our curriculum planning. Students learn and retain more information when the curriculum areas are connected and real world problems are part of their projects

- o Meet the educational needs of historically underserved populations.

□

STRATEGIES to help students meet advanced levels of student academic achievement

Teachers, CST members and Inquiry Team members identify students for intervention services. Intervention is provided by guidance counselors, social worker, SETTS teacher, coaches, staff developers and paraprofessionals.

Teachers use data from Acuity, teacher observation and the 6 week cycle of AIS meetings to differentiate instruction based on student's strengths and weaknesses

Children's Aid Society supports an afterschool program that provides homework help and tutoring as well as one to one reading help. The CAS program also provides programs in the arts for students – dance, art, archery, band, chorus and drama

We will have holiday and Saturday academic programs that are geared toward at risk students – depending on budget considerations

We are integrating project based learning activities into our curriculum planning. Students learn and retain more information when the curriculum areas are connected and real world problems are part of their projects

- 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.

□

STRATEGIES to help students meet advanced levels of student academic achievement

Teachers, CST members and Inquiry Team members identify students for intervention services. Intervention is provided by guidance counselors, social worker, SETTS teacher, coaches, staff developers and paraprofessionals.

Teachers use data from Acuity, teacher observation and the 6 week cycle of AIS meetings to differentiate instruction based on student's strengths and weaknesses

Children's Aid Society supports an afterschool program that provides homework help and tutoring as well as one to one reading help. The CAS program also provides programs in the arts for students – dance, art, archery, band, chorus and drama

We will have holiday and Saturday academic programs that are geared toward at risk students – depending on budget considerations

We are integrating project based learning activities into our curriculum planning. Students learn and retain more information when the curriculum areas are connected and real world problems are part of their projects

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

□

STRATEGIES to help students meet advanced levels of student academic achievement

Teachers, CST members and Inquiry Team members identify students for intervention services. Intervention is provided by guidance counselors, social worker, SETTS teacher, coaches, staff developers and paraprofessionals.

Teachers use data from Acuity, teacher observation and the 6 week cycle of AIS meetings to differentiate instruction based on student's strengths and weaknesses

Children's Aid Society supports an afterschool program that provides homework help and tutoring as well as one to one reading help. The CAS program also provides programs in the arts for students – dance, art, archery, band, chorus and drama

We will have holiday and Saturday academic programs that are geared toward at risk students – depending on budget considerations

We are integrating project based learning activities into our curriculum planning. Students learn and retain more information when the curriculum areas are connected and real world problems are part of their projects

3. Instruction by highly qualified staff.

□

100% of our teachers are certified

New teachers receive help and support from Literacy Coach, Math Staff Developer, Mentor, Principal and Assistant Principals, and Empowerment Zone staff

Professional development is provided at grade meetings, lunch and learn meetings and during individual teacher's professional periods and extended day, beginning of the school year, Election Day and Chancellor's Conference Day

Buddy teachers are assigned to new teachers

Mentors are used to assist new teachers

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 includes in-class assistance, demonstration lessons, mentoring and workshops that address the following topics: Assessing student work, Using data to drive instruction, Reading and Writing workshop, Math problem solving, Understanding math concepts and the use of math games to differentiate instruction, Use of Higher Level Questioning throughout the content area; Technology, Analyzing Data, ARIS data, and the NYS Assessment website.

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

□

The school supplies teachers with necessary supplies, curriculum materials and technology

Support is provided by the Literacy Coach, Math Staff Developer and AIS teacher. Each support staff member is asked to mentor new teachers

Children's Aid Society provides additional programs that address students academic needs as well as medical and mental health needs of the entire family

Active PGA and School Leadership Team fosters partnerships with parents

Partnerships with CBOs such as the Children's Aid Society, NY Historical Society, Bronx Community College, Manhattanville Jump Start, Fordham and the NY Harvard Club

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

□

VIP Night is held in September to welcome parents back to school and provide an opportunity for them to meet new and returning teachers

Parent outreach will be made through monthly calendars, letters, phone calls and e-mail to inform parents of school's instructional programs, student assessments, meetings and summer and extended day programs

School will provide translations for non-English speaking parents

Monthly parent workshops facilitated by Parent Coordinator and/or CAS parent coordinator. Parents are empowered through GED, ESL, archery, technology, test taking strategies and other classes planned especially for them

Parents are invited for celebrations of student work, to showcase curriculum projects, and for celebration of the arts during assembly

Test preparation information is disseminated and parents review test formats; interim assessments are reviewed and technology is hands on activities

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.

□

Our school runs a successful Pre-K program

ESL teacher and Assistant Principal visit Head Start program to assess students who will be attending the pre-K program at our school

The pre-K students participate in assembly and awards programs with the K-2 classes and attend trips with the Kindergarten classes

Parent Coordinator, PGA and CAS offer parent outreach programs and workshops during the extended day and Saturday and Holiday school

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.

Data is shared and analyzed at grade meetings and larger staff meetings

At risk/lower performing students are identified

Grouping and intervention programs then take place

Ongoing articulation between classroom teachers and AIS providers takes place every 6 weeks

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.

Coaches, SETTS teacher and staff developers will push in or pull out small groups for AIS instruction

The School Social Worker as well as the CAS social worker counsel students about motivation and self esteem

CST committee and service providers meet regularly to assess students who are at risk educationally, socially and/or emotionally

Set up routines and procedures for student services

Student's responsibility for work. Show students how to be accountable for their work (rubrics) so they are able to assess themselves, rather than being assessed only by the teacher

Setting goals for what will be expected of the child within certain time constraints; assess students every 6 weeks to monitor progress

High expectations for all students. Provide students with the motivation to not just reach attainable goals but also to aspire to higher goals.

Students should be striving for levels 3 and 4 and not just being satisfied with level 2

A paraprofessional is trained to support teachers in the library and with technology

Paraprofessionals have been trained to work with small groups for literacy intervention

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.

Violence prevention program will be implemented with assistance from our CBO – Children’s Aid Society
Our CBO provides music, dance, band, archery, drama, and chorus instruction for our students. They also provide homework help, counseling and medical assistance including dental visits, vision checkups and eyeglasses for students as needed

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.	Check(x)	Page#(s)
		Yes	No	N/A				

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 N/A

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

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

4. Coordinate with and support the regular educational program;
N/A

5. Provide instruction by highly qualified teachers;
N/A

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

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

As of June 2010, we have seven students in temporary housing.

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

All students in temporary housing receive counseling during the school day, have metro cards and uniforms provided to them. We do outside referral as needed. The social worker collaborates in monitoring the parents who are in the shelters for attendance, outside referrals, etc. Our CBO, the Children's Aid Society also offers families services.

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_12X061_020411-125748.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 CFN 401	District 12	School Number 061	School Name Francisco Oller Scho
Principal Patricia A. Quigley		Assistant Principal Winston Simmonds Earlene Harris	
Coach Heyda Melendez, ESL, Literacy		Coach Emily Williams, Literacy	
Teacher/Subject Area M. Lindo		Guidance Counselor none	
Teacher/Subject Area M. Rodriguez		Parent Ms Cardona, PGA President	
Teacher/Subject Area Ms Lyttle		Parent Coordinator Vernetta Boyd	
Related Service Provider E. Perez, Social Worker		Other type here	
Network Leader Alice Brown		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
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	397	Total Number of ELLs	23	ELLs as Share of Total Student Population (%)	5.79%
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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.

Part II: ANSWERS TO ABOVE SECTION

ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school

1. The steps for initial identification:

When parents register students at our school they are interviewed by the school's licensed ESL teacher who helps parents fill out the Home Language Identification Survey. She conducts an oral interview in English or the native language. The ESL teacher administers the Lab-R test if needed. A determination is made if the student qualifies for ESL services. The ESL teacher explains the school's free standing ESL program to parents. As new students enter the school during the school year, the process of interviewing and administering the survey is conducted.

Parents are provided with a translator to aid them in filling out the HLIS survey. Staff available to translate include the ESL teacher, Social Worker, Parent Coordinator and Children's Aid Society staff members.

Each Spring, the licensed ESL teacher administers the NYSESLAT test to evaluate ESL student progress. The ESL teacher administers the NYSESLAT to all students eligible by checking school lists of students who took the LAB-R and the list of students identified by ATS.

2. Structures to ensure that parents understand the programs available:

Parents are invited to an orientation program in September and meet with the school Social Worker and ESL teacher. A video is presented to clarify the programs offered and to help parents understand choices. Parents are informed that we have a free standing ESL push in/pull out program. They are given the option to opt-out from bilingual services offered and going to another school with a bilingual program. The school conducts parent workshops to explain the programs offered. Translations are available during the meetings to ensure that parents understand the choices available and how each program would impact their child. The ESL teacher, Parent Coordinator, PGA parents and Children's Aid Society staff reach out to parents to ensure that all parents understand all options available to parents at our school and other neighborhood schools.

3. How the school ensures that entitlement letters are distributed and Program Forms are returned:

The ESL teacher and Social Worker ensure that letters are distributed and returned. Parents are encouraged to make an appointment to see the personnel in charge of the program and to ask any questions about the ESL program. School personnel call parents if the forms are not returned and encourage parents to come to the school if they have any questions about the letters.

4. Criteria used to place identified ELL students in instructional program:

When students register, the Home Language Identification Survey is reviewed and Lab-R is administered as needed. The NYSESLAT Assessment will identify the students' proficiency level based on their score on the Listening, Speaking, Reading and Writing sections of the NYSESLAT. Parents are interviewed by the ESL teacher. Written and oral communication is provided to parents/guardians in English and their native language. 100% of parents who register students agree to the services offered by the free standing ESL program. after viewing the video and interviewing with school staff. School staff ensures that parents understand the differences between dual language programs, bilingual education classes and our free standing ESL program. Parents request to remain at our school. All our parents opt in to our ESL model of instruction.

5. What is the trend in program choice:

Overall, parents choose to have their children at CS 61 in the freestanding ESL program.

6. The program model offered is aligned with parent requests:

We have approximately 25 eligible ESL students from pre-K to grade 5. That number does not warrant a bilingual class or bridge class. At the orientation meetings, parents are given the option of having students attend another school that has full time ESL classes and all have chosen to remain at CS 61.

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	4	1	7	6	2	3								23
Total	4	1	7	6	2	3	0	0	0	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	6
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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	16	0	7	6	0	4	1	0	1	23
Total	16	0	7	6	0	4	1	0	1	23

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	
	EL	EP	EL	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	
	EL L	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: _____ Hispanic/Latino: _____
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	1	6	6	1	3								21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1		1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	1	7	6	2	3	0	0	0	0	0	0	0	23

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.

PART IV – Programming and Scheduling Information

1. How instruction is delivered:

We have a free standing ESL program. We use a push-in/pull-out model. All ELL students are in classes that receive instruction in English.

Program model – Students are serviced according to grade level with heterogeneous proficiency levels in each group.

After reviewing the results of the LABR and NYSESLAT and ATS reports, children's proficiency levels are identified and the ESL teachers schedules the appropriate units of ESL instruction. The ESL teachers pushes into classrooms and works with small groups of students according to their academic needs.

2. Organization of staff to ensure mandated instruction:

We have 23 students receiving ESL instruction from a certified ESL teacher. She ensures that students receive the mandated number of instructional minutes. All staff receives professional development in ESL QTEL strategies so they can meet the needs of students in their classes. We use a freestanding model of ESL instruction with the licensed teacher pushing in or pulling out to explicitly deliver instruction in ESL and ELA. New teachers will be trained according to the Jose P mandates.

3. Content area instruction:

The ESL teacher delivers instruction in English and uses the students' native language to clarify content area material. Instruction is differentiated based on need and the ESL teacher reinforces academic language and the use of ESL strategies to clarify content area information.

4. How instruction is differentiated for ELL subgroups:

Instruction is differentiated by grade level and student instructional level and their strengths and weaknesses using small group instruction with ESL strategies. We match materials with NYSESLAT performance levels –beginning, intermediate and advanced levels. Classroom teachers use ESL strategies in their classrooms to support their identified ESL students. ELL students continue to receive instructional modifications after the initial period of ESL push in support including extended time and reading of the listening passages an additional time as well as use of dictionaries as needed. Our 5th grade students receive support that helps with articulation to middle school. Students wit IEPs who are entitled to ESL support are identified and the ESL teacher provides in class support as she does with general

education students.

ESL students receive AIS services in ELA and Math as well as Science and Social Studies along with all our students who are entitled. ESL strategies and visuals are used to clarify concepts.

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

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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

ANSWERS TO THE ABOVE QUESTIONS

5. Targeted intervention programs:

All students who are "at risk" of not meeting state standards of proficiency are identified for intervention services. ESL students are included in all intervention programs offered as well as afterschool Children's Aid Programs that offer tutoring and homework help. ELA intervention is provided by the Literacy coach and paraprofessionals and Math intervention by the Math Coach. Students will receive intervention in reading, writing and vocabulary development. Classroom teachers identify students in need of support for Science and Social Studies and those students are tutored during the 37.5 minute extended period. All ESL students are exposed to all resources the school has to offer including support services and technology.

6. Plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT:

The ESL teacher will continue supporting the transitional students who have reached the proficient level following a push in model twice a week and using Team Teaching ESL strategies.

7. New programs

We are continuing our freestanding ESL program based on the small number (23) of students eligible for services. We have not received any additional funding in our latest budget to expand or initiate new programs.

8. Programs discontinued

We are continuing our freestanding ESL program to meet the state mandates for instruction.

9. ELLs are afforded equal access to all school programs.

We are a Schoolwide Projects/Title I school. All our programs after school are open to all students. The Children's Aid Society provides our after school program for all students that includes tutoring, homework help, sports and the arts. ELL students receive AIS services during the school day and are part of the 37.5 minute extended day program.

10. Instructional materials used:

- ü Listening centers
- ü Citywide curriculum/Everyday Mathematics/Balanced Literacy
- ü Mondo
- ü Smartboards
- ü Computers
- ü NYSESLAT activities
- ü Word Wall/Vocabulary charts
- ü Dictionaries – bilingual
- ü Library books and tapes in English and Spanish
- ü All communication to parents is in English and Spanish

11. How native language support is delivered:

We have a free standing ESL program and classroom instruction is in English. The ESL teacher pushes in and uses Native language to clarify concepts as needed.

12. All required services support, and resources are chosen to correspond to ELLs’ ages and grade levels. Since we have a push in model, the support is given according to grade and age level.

13. When ELL students enroll at CS 61, parents are sent an invitation to attend an orientation session including a video describing the model of ESL instruction provided by the school. We make the students and parents feel welcome and confident by introducing them to other ELL students and working with the students in small groups.

14. We are an elementary school and do not offer language electives.

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.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF. School staff attending workshops include classroom teachers - general and special ed, assistant principals, and speech teachers. Teachers have common preps to attend workshops and plan.

1. We follow QTEL model – Quality Teaching for English Learners including

- ü Using ESL strategies and approaches to support our ELLs
- ü How to align ESL standards with ELL instruction
- ü Centers to differentiate instruction
- ü Small group instruction/guided reading

2. Transitioning to middle school

We are a pre-K to grade 5 school. We help students prepare for middle school by teaching to the 5th grade NYS standards which adequately prepares them for middle school academic and social expectations.

3. Jose P staff training (7.5 hours)

Staff needed the Jose P training are identified as they join our staff. The administration will monitor attendance at the workshops using sign in sheets and agendas. Activities include professional development workshops demonstrating best ESL strategies to be used for reading, math and other curriculum areas,, modeling by ESL teacher, intervisitations and professional readings. Training will be offered by the ESL teacher and staff from Network 401 of the Empowerment Zone.

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?

PARENTAL INVOLVEMENT

Our PGA and Parent coordinator hold meetings to address the needs of all parents, including ELL parents. Parents are notified of meetings and topics and are invited and encouraged to attend.

Monthly parent workshops are facilitated by the Parent Coordinator.

- ü different curriculum topics including Math, ELA, Science and Social Studies; and NYS testing programs
- ü how to identify ELL population/services offered/parent options
- ü activities/strategies to help your child with homework and classwork

2. We have a partnership with the children's aid society. They provide an afterschool program that includes arts, homework help, tutoring, and sports. All students including ELL students are invited to attend.

3. We use surveys by the Parent Coordinator to determine the needs of parents. The PGA reaches out to parents to provide services and workshops that meet the needs of our parents.

Our parents are part of the School Leadership Team and all parents are invited to the meetings. The PGA holds monthly meetings during the day and evening hours. School staff provide metings relating to academic subjects, testing requirements, state standards and school expectations. Parents are invited to our school assemblies and class trips. We hold a one day retreat at the children's aid camp for staff and parents of all students, including ELL>

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1	2	2										9
Intermediate(I)			1	0	1	2								4
Advanced (A)			4	4	1	1								10
Total	4	1	7	6	2	3	0	0	0	0	0	0	0	23

NYSESLAT Modality Analysis

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

NYS ELA

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

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

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

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Assessment for early literacy skills

We use ECLAS-2, DRA running records, Fountas and Pinnell assessment and EPAL to assess early literacy skills. From the data, students are assigned to AIS services as need and work with teachers in small groups to enhance vocabulary development and phonics skills

2. Data pattern

Our ELL students do better on the speaking and listening section of the NYSESLAT. NYESLAT results indicate the need for more support in the reading and writing areas. The ESL teacher works on the reading and writing skills and AIS services are provided to support those areas.

3. How the patterns affect instructional decisions:

Analysis of our ELL population shows that many of our students are immigrants, new to our school and in lower grades. 16 of 23 students are in the ESL program for 0-3 years.

The weakness in the reading/writing proficiency levels leads us to emphasize reading and writing strategies with our ELL students. We use the Lucy Calkins writing program and follow a balanced literacy approach that includes small group instruction and centers.

4. Examining student results and using ELL Periodic Assessments:

We have a freestanding ESL program and our students are in English speaking classes, therefore, instruction is in English. Testing is administered in English. We use the Periodic Assessments to help teachers differentiate instruction and to identify students' strengths and weaknesses. The teachers use the data to form small groups for instruction. The Periodic Assessments also help identify students in need of AIS services. The Periodic Assessments indicate that our ELL population needs to improve reading and writing skills and to strengthen academic vocabulary. Our students do not take tests in Native Language so we can't offer a comparison of performance to English testing.

5. Dual Language program - not applicable

6. How we evaluate the success of our ELL program:

School leaders monitor the progress of ELL students in meeting the NYS standards as indicated by NYS ELA, Math, Science and Social Studies tests in grades 3-5. Students in grades K-2 are monitored for progress on the ECLAS-2 test and EDM unit tests. All ELL student data on the NYSESLAT is also monitored to track student progress towards reaching the advanced and proficient levels.

Additional Information

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

Additional Information

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		

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 061 Francisco Oller					
District:	12	DBN:	12X061	School		321200010061

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	17	16	11		92.5	93.9	94.1
Kindergarten	44	75	59				
Grade 1	65	57	75	Student Stability - % of Enrollment:			
Grade 2	65	68	63	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	55	62	62		93.1	96.4	95.3
Grade 4	53	57	63				
Grade 5	56	58	55	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		83.0	89.4	89.4
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		9	29	30
Grade 12	0	0	0				
Ungraded	1	5	7	Recent Immigrants - Total Number:			
Total	356	398	395	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	13	32	43	Principal Suspensions	1	0	2
# in Collaborative Team Teaching (CTT) Classes	22	28	37	Superintendent Suspensions	1	0	3
Number all others	18	17	10				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	31	31	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	8
# receiving ESL services only	25	24	TBD				
# ELLs with IEPs	5	9	TBD	Number of Educational Paraprofessionals	6	5	9

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.2	67.7	61.3
				% more than 5 years teaching anywhere	54.8	58.1	48.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	87.0	77.4
American Indian or Alaska Native	0.0	0.0	0.3	% core classes taught by "highly qualified" teachers	100.0	100.0	97.4
Black or African American	26.1	26.6	25.1				
Hispanic or Latino	73.0	70.6	72.9				
Asian or Native Hawaiian/Other Pacific	0.0	0.5	0.5				
White	0.6	0.8	1.3				
Male	51.7	54.3	53.2				
Female	48.3	45.7	46.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	31.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.7	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:	15.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 12X061

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:	301,725	185,534	487,259
2. Enter the anticipated 1% set-aside for Parent Involvement:	3017	1855	4872
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15086	*	
4. Enter the anticipated 10% set-aside for Professional Development:	30172	*	

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

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

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

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

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

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

THE FRANCISCO OLLER SCHOOL
Community School 61
PATRICIA A. QUIGLEY, PRINCIPAL
Winston Simmonds, Assistant Principal
Earlene Harris, Assistant Principal

PARENT INVOLVEMENT POLICY
2010-2011

C. S. 61 will provide monthly Parent Workshops for all parents to develop knowledge of instructional programs, NYS Assessments, NYC Interim Assessments, Chancellor’s Policy, use of ARIS, ECLAS 2, and Student Code of Behavior.

C. S. 61 will notify parents through a monthly calendar, letters and flyers as to the date and time of meetings and workshops to address academic requirements of Everyday Math, Balanced Literacy, Social Studies and Science as well as using the Acuity and ARIS websites. An online calendar is available for parent access at quia.com

C. S. 61 parents, teachers and staff will share responsibility for student performance through Parent/Teacher Conferences, School Leadership Meetings, CST, Family Support and Intervention conferences. Parents will receive report cards/progress reports 5 times per school year.

C. S. 61 parental involvement will occur through attendance at the annual Very Important Parent Night (VIP night). Staff members present and discuss curriculum expectations, assembly programs, and use of parent volunteers, PGA fundraising events to support student achievement. Parents and teachers are invited to a day long retreat at the Children’s Aid Wagon Road Camp and attend workshops. Parents will be invited to workshops and classes including: adult archery, CPR, holiday cooking, resume awareness, and resume writing.

C. S. 61 will schedule meetings at various times during the day and after the school day to accommodate parents. Responses to parents written comments will be done through phone contact or written communication by appropriate supervisor.

C. S. 61-parent outreach will be made through monthly calendars, letters and phone calls to disseminate information about the school's instructional programs, student assessments, meetings and summer programs.

C. S. 61 will provide translations for non-English speaking parents.

C. S. 61 and Children's Aid Society reach out to parents through monthly calendars listing special workshops and events, assembly programs, and provides in school counseling and off site dental and medical aid.

C. S. 61's School Leadership Team meets bi-monthly and consists of 5 parents and 5 staff members.

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

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

SCHOOL-PARENT COMPACT
Community School 61
2009-2010

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

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

VIP Night in September

Parent-teacher conferences in November and March

Frequent reports to parents on their children's progress

Parents and staff attend a full day of professional development at the Children's Aid Wagon Road activities

Opportunities to volunteer and participate in their child's school

Observation of classroom activities

Reasonable access to staff

To assure that parent may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading, math strategies, social studies, science and promotion criteria

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on a variety of parenting issues and workshops dealing with teaching and learning strategies

To work with his/her child/ren on schoolwork; read for 15 to 30 minutes per day to pre-kindergarten through 1st grade students; and listen to 2nd to 5th grade students read for 20-30 minutes per day.

To monitor his/her children's:

Attendance at school

Homework

Television watching

To share the responsibility for improved student achievement.

To communicate with his/her child's teacher about educational needs.

To ask the Parent Coordinator and PGA to provide information on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/ren in the educational process.

We agree to work together, to the best of our abilities, as educators, and parents to fulfill our common goal of providing for the successful education of our children.

Signature of Principal Signature of Parent/Guardian

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.

Data from the following sources was analyzed – NYS ELA and Math tests, NYS Social Studies and NYS Science tests, Acuity diagnostic reading and math tests, ECLAS 2 and EPAL tests and individual student running records. Data from the Quality Review, NYS School Report Card, ARIS and ATS data systems, and the NYC Progress Reports was also examined and analyzed. Administrators and teachers met together to analyze data and determine students' weaknesses and strengths. The Child Study Team and the Inquiry Team meet on a regular basis and review information concerning "at risk" students so that intervention is provided

2. Schoolwide reform strategies that:

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

STRATEGIES to help students meet advanced levels of student academic achievement
Teachers, CST members and Inquiry Team members identify students for intervention services. Intervention is provided by guidance counselors, social worker, SETTS teacher, coaches, staff developers and paraprofessionals.

Teachers use data from Acuity, teacher observation and the 6 week cycle of AIS meetings to differentiate instruction based on student's strengths and weaknesses

Children's Aid Society supports an afterschool program that provides homework help and tutoring as well as one to one reading help. The CAS program also provides programs in the arts for students – dance, art, archery, band, chorus and drama

We will have holiday and Saturday academic programs that are geared toward at risk students – depending on budget considerations

We are integrating project based learning activities into our curriculum planning. Students learn and retain more information when the curriculum areas are connected and real world problems are part of their projects

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.

STRATEGIES to help students meet advanced levels of student academic achievement
Teachers, CST members and Inquiry Team members identify students for intervention services.
Intervention is provided by guidance counselors, social worker, SETTS teacher, coaches, staff developers and paraprofessionals.

Teachers use data from Acuity, teacher observation and the 6 week cycle of AIS meetings to differentiate instruction based on student's strengths and weaknesses

Children's Aid Society supports an afterschool program that provides homework help and tutoring as well as one to one reading help. The CAS program also provides programs in the arts for students – dance, art, archery, band, chorus and drama

We will have holiday and Saturday academic programs that are geared toward at risk students – depending on budget considerations

We are integrating project based learning activities into our curriculum planning. Students learn and retain more information when the curriculum areas are connected and real world problems are part of their projects

- o Help provide an enriched and accelerated curriculum.

STRATEGIES to help students meet advanced levels of student academic achievement
Teachers, CST members and Inquiry Team members identify students for intervention services.
Intervention is provided by guidance counselors, social worker, SETTS teacher, coaches, staff developers and paraprofessionals.

Teachers use data from Acuity, teacher observation and the 6 week cycle of AIS meetings to differentiate instruction based on student's strengths and weaknesses

Children's Aid Society supports an afterschool program that provides homework help and tutoring as well as one to one reading help. The CAS program also provides programs in the arts for students – dance, art, archery, band, chorus and drama

We will have holiday and Saturday academic programs that are geared toward at risk students – depending on budget considerations

We are integrating project based learning activities into our curriculum planning. Students learn and retain more information when the curriculum areas are connected and real world problems are part of their projects

- o Meet the educational needs of historically underserved populations.

STRATEGIES to help students meet advanced levels of student academic achievement
Teachers, CST members and Inquiry Team members identify students for intervention services.
Intervention is provided by guidance counselors, social worker, SETTS teacher, coaches, staff developers and paraprofessionals.

Teachers use data from Acuity, teacher observation and the 6 week cycle of AIS meetings to differentiate instruction based on student's strengths and weaknesses

Children's Aid Society supports an afterschool program that provides homework help and tutoring as well as one to one reading help. The CAS program also provides programs in the arts for students – dance, art, archery, band, chorus and drama

We will have holiday and Saturday academic programs that are geared toward at risk students – depending on budget considerations

We are integrating project based learning activities into our curriculum planning. Students learn and retain more information when the curriculum areas are connected and real world problems are part of their projects

- 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.

STRATEGIES to help students meet advanced levels of student academic achievement

Teachers, CST members and Inquiry Team members identify students for intervention services.

Intervention is provided by guidance counselors, social worker, SETTS teacher, coaches, staff developers and paraprofessionals.

Teachers use data from Acuity, teacher observation and the 6 week cycle of AIS meetings to differentiate instruction based on student's strengths and weaknesses

Children's Aid Society supports an afterschool program that provides homework help and tutoring as well as one to one reading help. The CAS program also provides programs in the arts for students – dance, art, archery, band, chorus and drama

We will have holiday and Saturday academic programs that are geared toward at risk students – depending on budget considerations

We are integrating project based learning activities into our curriculum planning. Students learn and retain more information when the curriculum areas are connected and real world problems are part of their projects

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

STRATEGIES to help students meet advanced levels of student academic achievement

Teachers, CST members and Inquiry Team members identify students for intervention services.

Intervention is provided by guidance counselors, social worker, SETTS teacher, coaches, staff developers and paraprofessionals.

Teachers use data from Acuity, teacher observation and the 6 week cycle of AIS meetings to differentiate instruction based on student's strengths and weaknesses

Children's Aid Society supports an afterschool program that provides homework help and tutoring as well as one to one reading help. The CAS program also provides programs in the arts for students – dance, art, archery, band, chorus and drama

We will have holiday and Saturday academic programs that are geared toward at risk students – depending on budget considerations

We are integrating project based learning activities into our curriculum planning. Students learn and retain more information when the curriculum areas are connected and real world problems are part of their projects

3. Instruction by highly qualified staff.

100% of our teachers are certified

New teachers receive help and support from Literacy Coach, Math Staff Developer, Mentor, Principal and Assistant Principals, and Empowerment Zone staff

Professional development is provided at grade meetings, lunch and learn meetings and during individual teacher's professional periods and extended day, beginning of the school year, Election Day and Chancellor's Conference Day

Buddy teachers are assigned to new teachers

Mentors are used to assist new teachers

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 includes in-class assistance, demonstration lessons, mentoring and workshops that address the following topics: Assessing student work, Using data to drive instruction, Reading and Writing workshop, Math problem solving, Understanding math concepts and the use of math games to differentiate instruction, Use of Higher Level Questioning throughout the content area; Technology, Analyzing Data, ARIS data, and the NYS Assessment website.

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

The school supplies teachers with necessary supplies, curriculum materials and technology

Support is provided by the Literacy Coach, Math Staff Developer and AIS teacher. Each support staff member is asked to mentor new teachers

Children's Aid Society provides additional programs that address students academic needs as well as medical and mental health needs of the entire family

Active PGA and School Leadership Team fosters partnerships with parents

Partnerships with CBOs such as the Children's Aid Society, NY Historical Society, Bronx Community College, Manhattanville Jump Start, Fordham and the NY Harvard Club

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

VIP Night is held in September to welcome parents back to school and provide an opportunity for them to meet new and returning teachers

Parent outreach will be made through monthly calendars, letters, phone calls and e-mail to inform parents of school's instructional programs, student assessments, meetings and summer and extended day programs

School will provide translations for non-English speaking parents

Monthly parent workshops facilitated by Parent Coordinator and/or CAS parent coordinator. Parents are empowered through GED, ESL, archery, technology, test taking strategies and other classes planned especially for them

Parents are invited for celebrations of student work, to showcase curriculum projects, and for celebration of the arts during assembly

Test preparation information is disseminated and parents review test formats; interim assessments are reviewed and technology is hands on activities

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.

Our school runs a successful Pre-K program

ESL teacher and Assistant Principal visit Head Start program to assess students who will be attending the pre-K program at our school

The pre-K students participate in assembly and awards programs with the K-2 classes and attend trips with the Kindergarten classes

Parent Coordinator, PGA and CAS offer parent outreach programs and workshops during the extended day and Saturday and Holiday school

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.

Data is shared and analyzed at grade meetings and larger staff meetings

At risk/lower performing students are identified

Grouping and intervention programs then take place

Ongoing articulation between classroom teachers and AIS providers takes place every 6 weeks

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.

Coaches, SETTS teacher and staff developers will push in or pull out small groups for AIS instruction
The School Social Worker as well as the CAS social worker counsel students about motivation and self esteem

CST committee and service providers meet regularly to assess students who are at risk educationally, socially and/or emotionally

Set up routines and procedures for student services

Student's responsibility for work. Show students how to be accountable for their work (rubrics) so they are able to assess themselves, rather than being assessed only by the teacher

Setting goals for what will be expected of the child within certain time constraints; assess students every 6 weeks to monitor progress

High expectations for all students. Provide students with the motivation to not just reach attainable goals but also to aspire to higher goals. Students should be striving for levels 3 and 4 and not just being satisfied with level 2

A paraprofessional is trained to support teachers in the library and with technology

Paraprofessionals have been trained to work with small groups for literacy intervention

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.

Violence prevention program will be implemented with assistance from our CBO – Children’s Aid Society

Our CBO provides music, dance, band, archery, drama, and chorus instruction for our students. They also provide homework help, counseling and medical assistance including dental visits, vision checkups and eyeglasses for students as needed

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

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children

with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I Part A (Basic)	Federal	X			253,449	X	CEP Pages 12-23, 40-45
Title I, Part A (ARRA)	Federal	X			183,679	X	CEP Pages 12-23, 40-45
Title II, Part A	Federal	X			1,819	X	CEP Pages 12-23, 40-45

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.

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)
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal						
Tax Levy FSF	Federal	X			2,080,252	X	CEP Pages 12-23, 40-45
TL FST Incremental	Federal	X			25,720	X	CEP Pages 12-23, 40-45
TL FST Legacy	Federal	X			31,515	X	CEP Pages 12-23, 40-45

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A