



P.S. 093 ALBERT G. OLIVER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 093 ALBERT G. OLIVER
ADDRESS: 1535 STORY AVENUE
TELEPHONE: 718-842-2655
FAX: 718-328-5506

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320800010093 **SCHOOL NAME:** P.S. 093 Albert G. Oliver (P.S. 93X)

SCHOOL ADDRESS: 1535 STORY AVENUE, BRONX, NY, 10473

SCHOOL TELEPHONE: 718-842-2655 **FAX:** 718-328-5506

SCHOOL CONTACT PERSON: DONALD MATTSON **EMAIL ADDRESS:** DMATTSO@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Erica Cioffi

PRINCIPAL: Donald P. Mattson

UFT CHAPTER LEADER: Roxanne Mathurin

PARENTS' ASSOCIATION PRESIDENT: Susan Oyola

STUDENT REPRESENTATIVE:
(Required for high schools) none

DISTRICT AND NETWORK INFORMATION

CHILDREN FIRST NETWORK (CFN): 8 ESO - Empowerment Schools Organization Cluster 401

NETWORK LEADER: Alice Brown

SUPERINTENDENT: Timothy Behr

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
Donald Mattson	Principal	
Erica Cioffi	UFT Member	
roxanne mathurin	UFT Chapter Leader	
marilyn carella	UFT Member	
Susan Oyola	PA/PTA President or Designated Co-President	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 93 is an elementary school in District 8 in the Soundview Park section of the Bronx. For the 2010-2011 school year, there are 405 students from pre-kindergarten to grade 5. Within the school organization, there are two bilingual; special education classes (3,4) and (4,5). There are three monolingual special education classes (12.1--grades K and 1) and (12.1.1--grades 4 and 5) and 12.1.(grades 3,4,5) There are three CTT classes (pre-kindergarten, grade 1, grade 2 and grade 4). Our min-school building is our early childhood center housing pre-kindergarten, kindergarten and grade 1. The main building houses grades 2-5. The second floor of the main building is leased to a Metropolitan Lighthouse Charter school (grades K-2). As a school community, it is our goal to not only improve the students academic ability but also to develop a strong sense of personal pride in themselves.

P.S. 93 was the recipient of a Robin Hood Grant in 2002 which provided for the complete remodeling of our library. Our library is now state of the art, with a wide range of books for all students. It is an active hub in our school building where students and teachers work on technology skills and a wide range of research activities. P.S 93 competed in the New York Thinkquest competition in both 2008 and 2009. We were first place winners for website development in both years.

Academically, we have made very significant improvements over the last two years. Based on the assessments of 2009-2010, 39% of all students are performing at a level 3 or 4 on the New York State Literacy Assessments and 46.2% of all students are performing at a level 3 or on the New York State Mathematics Assessment. This is a decrease from 2008-2009 (due to New York State re-norming.) Cluster programs include physical education, science discoveries/ mathematics, art and technology. Due to budget constrictions, there is only a limited amount of professional development time scheduled in both literacy and mathematics.

Due to the performance levels (New York State Literacy) of our students with disabilities, we have been designated by New York State as a Corrective Action School (year 2).

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. 093 Albert G. Oliver								
District:	8	DBN #:	08X093	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	63	72	63		91.1	92.5	TBD		
Kindergarten	75	47	62						
Grade 1	74	69	55	Student Stability - % of Enrollment:					
Grade 2	43	65	60	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	42	35	66		91.3	90.55	TBD		
Grade 4	46	50	40						
Grade 5	68	44	54	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		75.5	75.5	87.5		
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		6	16	TBD		
Grade 12	0	0	0						
Ungraded	7	2	4	Recent Immigrants - Total Number:					
Total	418	384	404	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	2	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	68	60	49	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	6	18	25	Superintendent Suspensions	0	1	TBD		
Number all others	23	16	19						
<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					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	38	31	22				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	26	14	24	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	4	37	Number of Teachers	43	41	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	16	16	TBD
				Number of Educational Paraprofessionals	4	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	97.6	TBD
				% more than 2 years teaching in this school	95.3	90.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	90.7	90.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	93	93	TBD
American Indian or Alaska Native	0.7	0.3	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	96.8	TBD
Black or African American	50.2	51	55.9				
Hispanic or Latino	47.6	46.6	41.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.3	0.5				
White	1.2	1.3	0.2				
Multi-racial							
Male	53.8	50.5	53.2				
Female	46.2	49.5	46.8				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)	<input type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2 Basic	<input type="checkbox"/>						
<input type="checkbox"/> Comprehensive <input type="checkbox"/> Focused	<input checked="" type="checkbox"/>						
<input checked="" 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:	X			ELA:			

Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	X	√	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial	-	-					
Students with Disabilities	X	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	3	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	75.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	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?

There has been a steady improvement in the performance levels of our students in grades 3-5 in both literacy and mathematics. There are several reasons why we believe that this has happened.

- The teachers are becoming increasingly knowledgeable in the use of data. All assessments both formal and informal, are analyzed (item analysis) to drive instruction. Assistant Principals provide data print out sheets of assessments given and meet regularly with teachers to help them interpret and use the data.
- We also reworked our school schedule so that in lieu of 37.5 minutes added to each of four school days, we added 30 minutes to each day. We therefore have a 50 minute AIS period each morning ("0" period). We provide AIS services and enrichment services for all students.

As a school community, the biggest challenge that we face is the improvement in performance levels of our special needs students, both monolingual and bilingual in literacy, based on the results of the New York State assessment. Some of the barriers that we encounter are:

- Budget cutbacks for 2010-2011, Our in house professional development (staff development) activities are limited.
- Almost all of our special needs students are bused to school. This causes their own school day to be shortened due to bus pick-up and also prevents that student population from participating in our afterschool SES program or our Saturday Academy. We have partnered with Test Quest, again, this year to serve as a home based tutorial program for our "bus" children. Previous programs, selected in other years for this student population, have proven to be unsuccessful to meet their needs.

In order to have a clear focus concerning the needs of our students entering grade 3, we have agreed to pilot the Children's Progress Assessment in grades K-2 (second year). This assessment will give lower grade teachers a clear focus as to specific areas in literacy and mathematics in which students need further instruction.

We continue to use Fountas and Pinell Benchmark Assessments school wide as a means of defining areas of literacy instruction for all students. We have provided teachers with a new form of

assessment preparation entitled: **Testing Fundamentals**. This model is one of discreet test preparation involving comprehension and writing skills embedded in authentic literacy experiences.

Also, this year (2010-2011, we have introduced **Imagine Learning** a technology based literacy program for bilingual and ELL students.

Goal setting is a priority. As such, students are more actively involved in assessing their own work.

Our **Quality Review** of May 2007 ranked our school as being proficient. We are scheduled for another Quality Review this school year having been selected as part of the "lottery"

Our **Progress Report** grades are as following (2007-2008--A) (2008-2009--A) 2009-2010--B)> We missed receiving our third consecutive (A) by three points. On the Progress subsection of the report, we received a grade of "A' for all of the ;last three years.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<p><input type="checkbox"/></p> <p>Based on information outlined in the needs assessment, our goals are as follows:</p> <ol style="list-style-type: none"> 1. 80% of all special needs students (monolingual) will progress at least three levels on the Fountas and Pinell Assessment administered between September 2010-June 2011. 2. 80% of all special needs students (bilingual) will progress at least three levels on the Fountas and Pinell Assessment administered between September 2010-June 2011. 3. 20% of all general education students (3-5) will improve from a level 3 to a level 4 in literacy based on New York State assessments. <p>These goals are to be met by June,2011.</p>	<p><input type="checkbox"/></p> <ol style="list-style-type: none"> 1. Fountas and Pinell measures is a graded measurement of student reading progress. <p>Level 3 denotes that students are at grade level, level 4 denotes that they are above grade level on New York State Assessments.</p>
<p><input type="checkbox"/> To improve the academic performance of some of our monolingual special needs students, we have looked carefully at their needs and have made suitable changes in their placement moving them into CTT classes. Our goal for these classes is to improve instruction and to provide an environment that has a wider range of student ability. One of our main goals for our CTT classes is to provide professional development for the teachers of these classes to make them a true CTT model whereby small group instruction in all areas is provided by both teachers. Teachers are being trained through the America's Choice program.</p>	<p><input type="checkbox"/></p> <p>Select teachers attend America's Choice training and turn-key to the other CTT teachers in the school.</p>

SECTION VI: ACTION PLAN

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

Subject Area

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>1. 80% of all special needs students (monolingual) will progress at least three levels on the Fountas and Pinell Assessment administered between September 2010-June 2011.</p> <p>2. 80% of all special needs students (bilingual) will progress at least three levels on the Fountas and Pinell Assessment administered between September 2010-June 2011.</p> <p>3. 20% of all general education students (3-5) will improve from a level 3 to a level 4 in literacy based on New York State assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>All targeted students will participate in AIS activities during the "0" period. Focii will include vocabulary and comprehension strategies. Within the classroom , teachers will implement small group instruction based on levels in reading and writing. There will be an afterschool SES program (Edison Learning) a home based SES program(Testquest) for special ed and bilingual students. Students are involved with "RAZ Kids"-literacy based computer program which provides support. Support is also given by the literacy staff developer/cluster. Also, students in select classes are working on sight word recognition</p>

	<p>through graded word lists. A grammar program, designed for grammatical improvement (Time for Kids) has also been introduced. Lexia and Imagine (technology based-for ELL's) and Award (a remedial reading program) are also used.</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"/> Where possible, class size has been kept to a limit of 22. Monies within the budget have also been allocated to provide partial professional development positions. Due to budget constraints, PD personnel also serve as partial cluster teachers. We have increased the number of CTT classes to diversify the needs of the students in those classes. Teachers are involved in PD programs through America's Choice. SINI monies also will provide afterschool programs, increased PD and materials .</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"/> Informal assessments, writing samples. Fountas and Pinell assessments, guided reading observations, independent reading and the administration of predictive and Interim Assesments are reviewed to help drive instruction and review grouping. Teachers develop interim goals for all students.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To improve the academic performance of some of our monolingual special needs students, we have looked carefully at their needs and have made suitable changes in their placement moving them into CTT classes. We currently have CTT classes on grades 1,2 and 4. Our goal for these classes is to improve instruction and to provide an environment that has a wider range of student ability. One of our main goals for our CTT classes is to provide professional development for the teachers of these classes to make them a true CTT model whereby small group instruction in all areas is provided by both teachers. Teachers are being trained through the America's Choice program.</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><input type="checkbox"/> Students are grouped based on individual needs. Teachers design curriculum to meet the student needs using various formal and informal assessments. Instruction in this setting is differentiated to meet the different learning styles of all students. Peer tutoring is established utilizing the wide range of student abilities in the classroom. All teachers will be involved in professional development specifically geared toward the implementation of co-teaching classes.</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"/> Two teachers (one licensed general education teacher and one licensed special education teacher) are funded to teach each of these classes. The student ratio is 60% general education / 40% special education. Staff developers and cluster teachers provide needed and contractual services to these classes.</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"/> On-going assessments (formal and informal) are used regularly to evaluate student progress. Teacher observation and established interim goals are reviewed and evaluated to determine student progress.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	15	0	0	5			
1	25	20	0	0	6			
2	20	5	0	0	4			1
3	20	18	0	0	6			
4	10	5	0	0	6		3	
5	8	8			5		2	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Raz Kids--Technology and literacy based program in which the students are engaged in decoding and comprehension skills. The children work independently and at their own levels. The teacher monitors it through a progress sheet for each child and for the class.</p> <p>New Heights : Students listen to stories on a tape (at their independent reading level) and are provided with the text version as well (audio and visual connections). Upon completion, the teacher meets with the child to discuss what has been read . Child reads to the teacher for fluency. Child completes activities based upon the text.</p> <p>Write Time For Kids--writing program that intergrates grammar and writing styles.</p> <p>SES Programs-Edison Learning and Thinkquest (home based)</p> <p>Saturday Academy-specifically for level 1 and level 2 students.</p> <p>Imagine Learning : a technology based program designed to improve word recognition and comprehension skills.</p>
Mathematics:	<p><input type="checkbox"/></p> <p>Voyager Math: a program that targets individualized skills for students performing at levels 1 and 2 (general and special needs)</p> <p>Everyday Mathematics: lessons are differentiated to meet student needs. Everyday math games are used in small group instruction.</p> <p>SES Programs (Edison Learning and Testquest) are available to all students and will also include</p>

	<p>mathematics instruction.</p> <p><u>Saturday Academy</u> will be designated for students (level 1 and 2) to improve math skills</p>
Science:	<input type="checkbox"/> Hartcourt Brace(grades 3-5) and FOSS are the two primary programs used in science. This year, the science program has changed to be a more "hands on" program (Science Explorations) that will help students acquire science skills and understandings without having to rely solely on text. The science teacher maintains a word wall to develop and reinforce basic science vocabulary. The science classroom is now set-up as a laboratory rather than as a classroom to encourage scientific explorations.
Social Studies:	<input type="checkbox"/> not applicable.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Counseling services are provided for general and special education students. Group and individual sessions are scheduled to promote socialization, cooperation and stimulate problem solving skills. Parent outreach services and middle school placement issues are addressed.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The psychologist does psychological testing and evaluation as mandated. The psychologist does not provide AIS intervention services.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Provides outreach to parents for in need of housing, health care, and outside counseling. Provides referrals for students with visual, health and educational issues.
At-risk Health-related Services:	<input type="checkbox"/> The nurse provides family outreach for medical issues. She works with asthmatics students, and provides medical aid as is needed in school .She also gives referrals for doctor appointments as needed.

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 29

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

The ESL program consists of a pull-out and a push-in program. For grades 3-5, the teacher pushes in during the literacy period. There is 1 third grader, 2 fourth graders and 4 fifth graders. For K-2, children are pulled out for instruction, kindergarten: 6 students, grade 1: 8 students and grade 2; 2 students. The language of instruction is English. All students have four periods a week of ESL instruction. The teacher holds an ESL ancillary license.

Professional Development Program

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

Professional development is provided by region and network personnel.

Section III. Title III Budget

—

School: P.S. 93

BEDS Code: 320800010093

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	\$3000.00	<input type="checkbox"/> Professional development opportunities will be developed using Title III money for consultants and staff developers as available.
Purchased services - High quality staff and curriculum	\$3000.00	<input type="checkbox"/> Consultants and professional development.

development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2000.00	<input type="checkbox"/> Spanish classroom libraries (for bilingual classes)
Educational Software (Object Code 199)	\$10,000.00	<input type="checkbox"/> 9 computers and 3 printers to be placed in each of the bilingual (LEP) classrooms.
Travel	none	<input type="checkbox"/> no explanation needed
Other	none	<input type="checkbox"/> no explanation needed
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.

All emergency contact cards completed by parents are to indicate the language spoken at home. The primary language spoken (other than English) is Spanish. All letters that are sent home are sent in English and Spanish. Spanish speaking secretaries, administrators and teachers assist with translation for parent conferences, etc. Report cards for bilingual students are completed in Spanish. Also, there are two parent workshops each year for the parents of ELL and bilingual students to give parents suggestions and to provide them with information about the school and their child's curriculum. Money is also allocated in the school budget for translation services provided as needed by a classroom teacher.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Parents are informed at the beginning of the school year (via letter and "Meet the Teacher Night") and also on directions for Parent Emergency Contact Cards to indicate the language spoken at home. Translation is provided as is needed. A parent also translates information at Parent Association meetings.

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 translation services (English/Spanish)are completed by the secretary or by a designated teacher who is funded to provide translation services as needed. Outside vendors have not been needed or used.

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.

All oral interpretation services are provided in house by qualified licensed personnel.

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>.

A letter is sent home informing the parents that all letters will be sent in English and Spanish. Parent Emergency Contact Cards are also reviewed to see if any other language is needed.

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:	\$222,038	\$165,304	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,222		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,102	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$22,204	*	

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

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

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

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

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

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

see attached

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.

see attached

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

2. Schoolwide reform strategies that:

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

Ongoing assessments, data collections and item analysis in literacy help drive instruction and meet the students' needs. AIS morning groupings, SES programs are designed to improve student achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Edison Learning (SES), Thinkquest (SES) and a Saturday academy are designed to improve student achievement.

o Help provide an enriched and accelerated curriculum.

Science projects, social studies research projects and technology programs provide an enriched curriculum and can serve as an accelerated curriculum for qualified students.

o Meet the educational needs of historically underserved populations.

All programs are available to all students in the school.

All programs are available to all students.

- 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.



Based on individual student need, counseling services, OTP, adaptive physical education, AIS, ESL and SETTS services are available as needed.

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

3. Instruction by highly qualified staff.

- All teachers are certified in either, general education, special education, bilingual special education, speech, guidance, etc.

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

- Professional development is provided for all teachers in all subject areas.

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

- There has been no teacher turn-over and no new hirees in the last three years.

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



Parent workshops in literacy mathematics, science and social studies. Also. family recreational nights such as Family Game Night, "Cuddle Up With a Book" and Family Math.

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 pre-kindergarten program develops needed skills for kindergarten. For those students that enter kindergarten without any prior formal schooling, a variety of services is available based on individual student need.

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

Teachers get an item analysis on assessments administered.

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.

Our Pupil Personnel Committee meets weekly to discuss and review the needs of individual children, their placement and any modifications that need to be made.

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.

Our guidance counselor and social worker make needed outreach to any and all programs available to help parents /families in need

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

not applicable

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

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB / SED STATUS: Corrective Action (year 2)
- Focused **SURR PHASE / GROUP (IF APPLICABLE):** not applicable
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section. Students with disabilities (special ed) and ELL's did not meet state standards on the New York State ELA.

Our school was cited based on the performance levels of Hispanic students and special needs students in ELA. Many of our Hispanic students who performed at level 1 are in our bilingual special education classes.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school. Professional development is being provided by the literacy staff developer to help teachers meet the needs of the students. Many students are new to us this year and are substantially below grade level in literacy. We have introduced a new program (Imagine Learning) which is geared toward the improvement of ELL's and special education bilingual students.

This question was addressed in other parts of the plan.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Professional development will be provided by the literacy staff developer and the mathematics staff developer to work with the special needs and ELL students to provide instruction to meet their needs.

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

Currently, P.S. 93 does not have any new or untenured teachers. Professional development is planned to meet the needs of all teachers based upon their input and based on performance trends.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

A parent letter will be sent out and a parent meeting will be held to present and discuss the issues.

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.)

Currently, we do not have any students in temporary housing. In the past, when we have had several students in temporary housing, we have provided extra guidance services, as needed. Parent outreach provided for referrals for medical and employment needs,

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

When we do have students from temporary housing, they are provided with guidance services and AIS services. They are enrolled in our afterschool absence prevention program (PHIPPS)

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).

none

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

not applicable

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

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 093 Albert G. Oliver					
District:	8	DBN:	08X093	School		320800010093

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	72	63	65		91.1	92.5	92.8
Kindergarten	47	62	50				
Grade 1	69	55	60	Student Stability - % of Enrollment:			
Grade 2	65	60	56	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	35	66	57		91.3	90.5	92.6
Grade 4	50	40	68				
Grade 5	44	54	41	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		75.5	87.5	87.5
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		6	16	14
Grade 12	0	0	0				
Ungraded	2	4	3	Recent Immigrants - Total Number:			
Total	384	404	400	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	2	1

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	60	49	49	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	18	25	25	Superintendent Suspensions	0	1	0
Number all others	16	19	19				

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	31	22	TBD	Number of Teachers	43	41	37
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	16	9
# receiving ESL services only	14	24	TBD				
# ELLs with IEPs	4	37	TBD	Number of Educational Paraprofessionals	4	3	10

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	97.6	100.0
				% more than 2 years teaching in this school	95.3	90.2	97.3
				% more than 5 years teaching anywhere	90.7	90.2	97.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	93.0	94.6
American Indian or Alaska Native	0.3	0.2	0.3	% core classes taught by "highly qualified" teachers	100.0	96.8	96.5
Black or African American	51.0	55.9	54.5				
Hispanic or Latino	46.6	41.3	44.3				
Asian or Native Hawaiian/Other Pacific	0.3	0.5	0.5				
White	1.3	0.2	0.5				
Male	50.5	53.2	52.5				
Female	49.5	46.8	47.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	X	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial	-	-					
Students with Disabilities	X	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	54.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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

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

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

**Title I Parent Involvement Policy and Parent-School Compact for PS 93X
The Dr. Albert G. Oliver School**

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 93X [*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 93's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 93X will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments. This will be done at our annual Title One Parent Advisory Council meeting.
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

7. Developing parent workshops in the areas of literacy, mathematics and social /emotional development to support parent efforts at home.
8. Parents will be actively encouraged to participate in the P.S. 93 Parents' Association.
10. The Parent Coordinator will survey parents at the beginning of the school year to determine areas of interest for the development of activities/workshops.
11. Activities will be developed by the Parent Coordinator, in conjunction with the PA to support and increase parent /family involvement. Such activities include, Family Game Night, Mother and Son Dances, Father and Daughter Dances, Caregivers Luncheon, and a Family Day Picnic.
12. Parents are actively encouraged to come to the school if they have any questions or concerns.

PS 93's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 93 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 93 will actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- .Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent

Involvement Policy and the School-Parent Compact;

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS 93 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders/ student behavior charts for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

PS 93 is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 93 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;

- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- to provide for individual student instructional needs
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers
- provide professional development for teachers to ensure quality instruction.
- to provide the availability of services from the guidance counselor and the social worker to meet the needs/concerns of parents.

Support home-school relationships and improve communication by:

- convening a "Meet the Teacher Night" in September to offer all parents the opportunity to learn about their child's specific grade curriculum and the availability of students enrichment and support services.
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed (report cards are distributed
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening)
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent school information;

ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

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

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on _____ and will be available on file in the Parent Coordinator’s office.

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster #401	District 08	School Number 093	School Name Albert G. Oliver
Principal Mr. Donald Mattson		Assistant Principal Ms. LaRusso/Mr. Rivera	
Coach Ms. B. Bonanno		Coach Francis Ortiz	
Teacher/Subject Area Ms.Figueroa/Bil.Special Ed.		Guidance Counselor Elizabeth Cruz	
Teacher/Subject Area Ms.Abreu/Bil. Special Ed.		Parent Susan Oyola	
Teacher/Subject Area Mr.Blumberg/Special Ed.		Parent Coordinator Laura Barton	
Related Service Provider Norma Palmer		Other Shirley Brooks Divers	
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	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	335	Total Number of ELLs	52	ELLs as Share of Total Student Population (%)	15.52%
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Part II: ELL Identification Process

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

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

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

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). The survey helps the school identify students who may have limited English language proficiency. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. During registration various pedagogues assisted in the screening and administering the HLIS. All initial testing and placement is done by a certified ESL teacher.

2. Public School 93 has always insured that the parents understand all three of the program choices being offered. This requirement was fulfilled by inviting the parents to parent orientation meetings. This enabled the parents to view a tape or CD which explained the various programs offered. The CD was shown in English and Spanish to assure that it was understood by all the parents.

The current program for ELLs consists of 2 bilingual transitional Special Education classes and a free standing ESL program. The bilingual transitional program provides for instruction in two languages, Spanish and English. ELLs receive content area instruction in Spanish and in English, native language arts instruction, ESL and ELA instruction.

The current ESL program is a Push-in/Pull-out model taught by a full-time ESL certified teacher. Students will be placed in classes on their grade to meet the scheduling requirements of our literacy block that will coincide with the ESL teacher using the push-in model. The ESL teacher will support the classroom literacy initiatives for the designated ELL students within the class. All ELL students (free standing and also those students in bilingual classes) are assessed annually with the NYSESLAT to determine the need for further placement.

The need of ELL students will also be recognized through a renewed school wide awareness of the culture of our ELL students.

3. Entitlement letters are distributed to all parents in English and Spanish.
4. Parents are informed of the possible choices for their child's placement.
5. After reviewing the parent survey and program selection forms for the past years, most parents have desired an ESL program for their children. The few parents who requested a bilingual placement were advised of the transfer option alternative. Parent Assurance Surveys were completed and returned after the parent orientation meeting.
6. Yes, our school is aligned with what the parents have requested. Parents are notified in writing of their children's eligibility for placement in an English As A Second Language or bilingual Special Education.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)				6	7	3								16
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	4	8	8	6	8	2								36
Total	4	8	8	12	15	5	0	0	0	0	0	0	0	52

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	33
SIFE	0	ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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				16		16				16
Dual Language				0		0				0
ESL	21		10	15		13				36
Total	21	0	10	31	0	29	0	0	0	52

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				6	7	3								16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	0	0	0	6	7	3	0	0	0	0	0	0	0	16

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	8	7	4	8	2								33
Chinese														0
Russian														0

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	2										3
TOTAL	4	8	8	6	8	2	0	36						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Our ELLs adhere to the Children First Initiative's uniform curriculum. We use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. (Bilingual programs use the balanced literacy approach in native language instruction.) Our ELL program adheres to State Learning Standards for all curriculum areas. Each program has an English As A Second Language (ESL) instruction component based on the New York State ESL standard and aligned to the ELA standards. ELLs in the advanced level of English proficiency also receive ELA instruction. In addition, ELLs in bilingual educational programs receive Native Language Arts (NLA).

- a. The organizational models used are the push-in/pull-out model.
- b. The program model used with our ELLs is the heterogeneous (mixed proficiency level).

2. All our programs for ELLs offer the necessary ESL and ELA instructional units required by (CR Part 154). These regulations require that students, grades K-8, at beginning and intermediate levels of English proficiency must have two units of ESL. At the advanced levels of English proficiency, students in all grades must take one unit of ESL and one unit of ELA coursework. A unit of instruction, is 180 minutes per week. The certified ESL teacher provides the necessary hours of instruction to designated students. Classroom teachers also reinforce

language strategies in literacy instruction within their class using differentiated instruction.

3. Literacy materials used within ESI instruction are content area based to coincide with the content area curriculum in each grade.

Instruction is differentiated based on the levels of questions / activities that children are asked within each group

4. a. Following the assessment of the SIFE students, we would individually work with the students where it is necessary.

b. The plan for ELLs in U.S. schools less than three years would be to first identify the needs of each student. We would then select the appropriate classroom speaking activities (e.g. small group conversations, choral speaking and drama).

c. A plan for long term ELLs would be to identify strategies that help English Language Learners utilize their spoken English to develop their reading proficiency in English (eg. Language Experience Approach).

d. Students having special needs would be helped by the use of reading stories or big books and choral reading. The mandated hours are provided by working with the students several times per week.

e. Students with disabilities use a multisensory approach for language acquisition

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

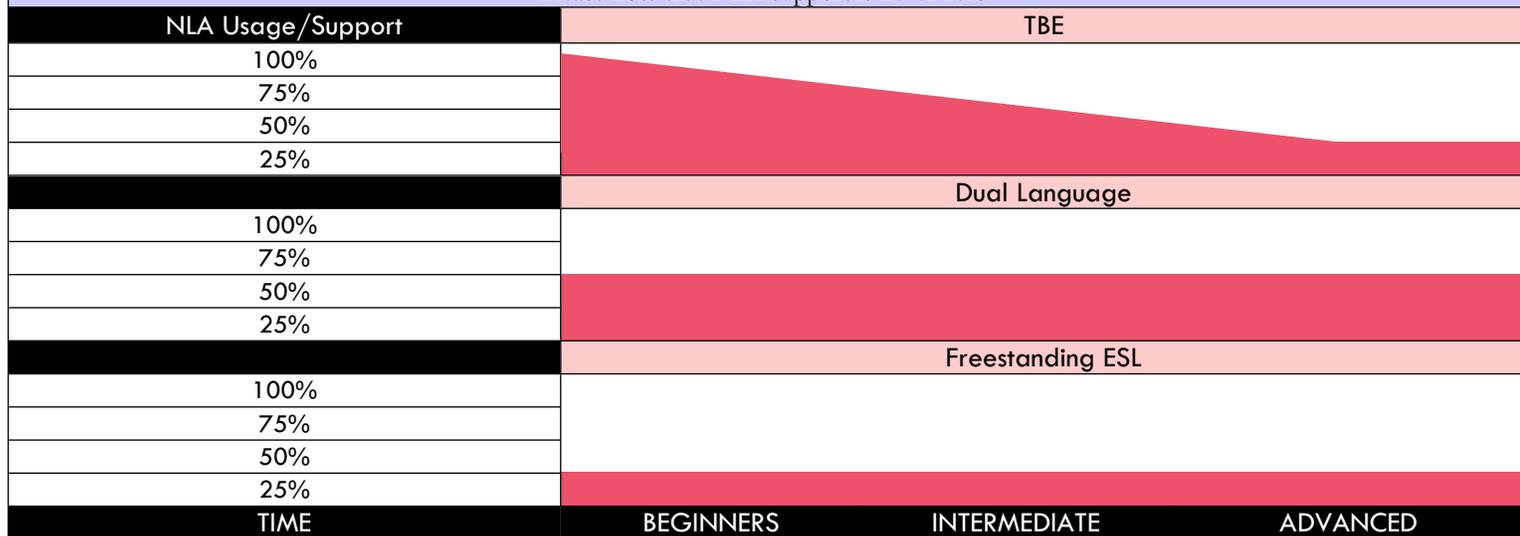
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. Support for students reaching proficiency on NYSESLAT through activities to foster listening comprehension as well as other ESL strategies. ESL is delivered by the ESL teachers covering listening, speaking, reading and writing. Students participate in our morning AIS period (0) period to receive support in mathematics, writing and any other skill area needed. Some students participate in afterschool and/or Saturday programs.

6. Support for students reaching proficiency on NYSESLAT through activities to foster listening comprehension as well as other ESL strategies. We work with small groups. Teachers review student performance data on a regular basis and design units of study to meet grade-level/course standards. Extended-day support and one-to-one tutoring is available and provided to students who require additional support to meet standards.

7. "Writing Traits" has been introduced for the fourth grade.

8. None

9. All programs are available to all students in the school. Sometimes participation is limited due to transportation issues (lengthy bus rides).

10. A variety of books, tapes and media are used to support the learning of ELLs. A professional development plan for all personnel would be: to inform them of the needs of the ELLs then to acquaint them with a variety of approaches to English Language Learning, such as the Language Experience Approach and the Cognitive Academic Language learning approach to language.

11. Native language is delivered by the bilingual teachers to expose the students to a variety of literature in their native language. Also, native language resources (libraries, texts, technology, primary resource materials) are available in the classroom and in the school's library.

12. YES

13. None

14. N/A

--

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. All classroom teachers are trained in the methodology of instruction needed for ELL students. All personnel are cognicent of the need for assessment, placement, alternate languages for parents and implications for instruction for ELL students.
2. Teachers are made aware of the availability of ESI and bilingual programs in middle schools to help determine placement.
3. The required 7.5 hours of ELL training was provided by the district /region for teachers.

E. Parental Involvement

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

1. Parent Literacy Awareness Program- This program is designed to provide parents with strategies and ideas to help improve literacy for all family members. Parent-Teacher conferences in the Fall and Spring. ELL workshop during the Parent-Teacher Conference nights. Parents are provided with parent literacy and mathematics development (Parents as partners). PA meetings are held with Spanish translation. All parent letters are sent in English and Spanish.
2. Not currently. In the past, we have provided ELL programs for parents taught by bilingual teachers.
3. We use the results of the Learning Environment Survey to determine parent needs.
4. Our parent coordinator provides workshops for parents that encompass literacy, mathematics art, health education and finance.
- 4.

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	5	3	4	9	3								28

Intermediate(I)	0	3	1	7	4	2								17
Advanced (A)	0	0	4	1	2	0								7
Total	4	8	8	12	15	5	0	0	0	0	0	0	0	52

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	10	2	1		13
5	5				5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	5		5		1				11
5	4		1						5
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	

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

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

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

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

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

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

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

1. We are currently using Fountas and Pinnell to assess the early literacy skills of our ELLs, as well as our monolingual students. The administration of the LAB-R and the NYSESLAT determine the level of English Language proficiency
2. The data patterns reveal that many of our students are proficient in listening and speaking but need further development in reading and writing.
3. Reading and writing has become the primary focus for most students.
4. (a) ELL’s / bilingual students are not tested in their native language other than the Spanish version of the LAB-R as needed.
 (b) ELL assessments, as well as all assessments, drive all instructional implications.
 (c) Approximately 10% of all students test out of the program each year. Native Language is used in bilingual classrooms to help reinforce curriculum and teachings for students who may not yet have needed proficiency in English to acquire mastery.
5. N/A

Additional Information

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

Part VI: LAP Assurances

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 08x093

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	229,522	195,049	424,571
2. Enter the anticipated 1% set-aside for Parent Involvement:	2295	1950	4245
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,476	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,952	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____100%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Based upon the results of Standardized Testing, teachers will be surveyed to determine areas of professional development needed based upon the results of these tests.
 2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
- a) All instruction in literacy and mathematics is data driven.**
- b) Enrichment programs will be available afterschool and on Saturdays. All students will be provided with enrichment activities in literacy and or mathematics during a school-wide fifty minute AIS period each day. Weekly Pupil Personnel Committee meetings will determine the need for additional interventions i.e. counseling, SETTTS, physical and vision referrals, etc. to help all student succeed.**

3. Instruction by highly qualified staff.

All staff members are highly qualified as determined by BEDS survey. Support personnel are selected based upon qualification and level of academic success in specific subject areas.

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.

Profession development is provided by in-house personnel as well as outside consultants based upon the needs of the school.

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

N/A due to stationary student enrollment.

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

Under the auspices of the Parent Coordinator, there are many different types of family activities that are held throughout the year. Activities include those presented for academic awareness, such as Parent Literacy Nights, Mathematics Nights, Meet the Teacher Night. Non-academic activities such as Family Game Night, Family Day Picnic, Cuddle Up with a Book Night are planned to promote family togetherness.

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.

Parent workshops are held each fall for all new incoming Kindergarten students to discuss academic expectations and social emotional maturity. Throughout the course of the school year, based upon need, students are afforded extra help on an at-risk basis to determine the need for future intervention/support.

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.

Monthly grade meetings (two per month) are held to discuss individual and group student needs based upon assessment results and teacher observation.

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.

AIS activities are based upon the needs presented in student assessments in literacy and mathematics. Students can be rotated from one group to another based upon performance and assessment every six weeks.

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

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			192,799	X	3-5
Title I, Part A (ARRA)	Federal	X			193,099	X	3-5
Title II, Part A	Federal	X			25,287	X	3-5
Title III, Part A	Federal	X			15,000	X	3-5
Title IV	Federal						
IDEA	Federal	X			36,738	X	3-5
Tax Levy	Local	X			2,198,763	X	3-5

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.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 08x093

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	229,522	195,049	424,571
2. Enter the anticipated 1% set-aside for Parent Involvement:	2295	1950	4245
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,476	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,952	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____100%_____

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Based upon the results of Standardized Testing, teachers will be surveyed to determine areas of professional development needed based upon the results of these tests.
 2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
- a) All instruction in literacy and mathematics is data driven.**
- b) Enrichment programs will be available afterschool and on Saturdays. All students will be provided with enrichment activities in literacy and or mathematics during a school-wide fifty minute AIS period each day. Weekly Pupil Personnel Committee meetings will determine the need for additional interventions i.e. counseling, SETTTS, physical and vision referrals, etc. to help all student succeed.**

3. Instruction by highly qualified staff.

All staff members are highly qualified as determined by BEDS survey. Support personnel are selected based upon qualification and level of academic success in specific subject areas.

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.

Profession development is provided by in-house personnel as well as outside consultants based upon the needs of the school.

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

N/A due to stationary student enrollment.

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

Under the auspices of the Parent Coordinator, there are many different types of family activities that are held throughout the year. Activities include those presented for academic awareness, such as Parent Literacy Nights, Mathematics Nights, Meet the Teacher Night. Non-academic activities such as Family Game Night, Family Day Picnic, Cuddle Up with a Book Night are planned to promote family togetherness.

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.

Parent workshops are held each fall for all new incoming Kindergarten students to discuss academic expectations and social emotional maturity. Throughout the course of the school year, based upon need, students are afforded extra help on an at-risk basis to determine the need for future intervention/support.

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.

Monthly grade meetings (two per month) are held to discuss individual and group student needs based upon assessment results and teacher observation.

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.

AIS activities are based upon the needs presented in student assessments in literacy and mathematics. Students can be rotated from one group to another based upon performance and assessment every six weeks.

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

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			192,799	X	3-5
Title I, Part A (ARRA)	Federal	X			193,099	X	3-5
Title II, Part A	Federal	X			25,287	X	3-5
Title III, Part A	Federal	X			15,000	X	3-5
Title IV	Federal						
IDEA	Federal	X			36,738	X	3-5
Tax Levy	Local	X			2,198,763	X	3-5

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.

