



P.S. 111 SETON FALLS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 111 SETON FALLS
ADDRESS: 3740 BAYCHESTER AVENUE
TELEPHONE: 718-881-2418
FAX: 718-405-5927

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 321100010111 **SCHOOL NAME:** P.S. 111 Seton Falls

SCHOOL ADDRESS: 3740 BAYCHESTER AVENUE, BRONX, NY, 10466

SCHOOL TELEPHONE: 718-881-2418 **FAX:** 718-405-5927

SCHOOL CONTACT PERSON: AVA FULLENWEIDER **EMAIL ADDRESS** AFullen@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Pamela Lynch/ Dana Falciglia

PRINCIPAL: AVA FULLENWEIDER

UFT CHAPTER LEADER: Dana Falciglia

PARENTS' ASSOCIATION PRESIDENT: Joscelyn Mahon

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** Children FIRST Network 109

NETWORK LEADER: MARIA QUAIL/Martha Frans

SUPERINTENDENT: ELIZABETH WHITE

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
Julia Rivers-Jones	Principal	Electronic Signature Approved.
Ava Fullenweider	Principal	Electronic Signature Approved. Comments: yes
Phyllis Goldstein	UFT Member	Electronic Signature Approved. Comments: yes
Dana Falciglia	UFT Chapter Leader	Electronic Signature Approved. Comments: yes
Ana Hayles	Title I Parent Representative	Electronic Signature Approved. Comments: yes
Mattie Dickerson	Parent	Electronic Signature Approved. Comments: yes
Greg Weber	UFT Member	Electronic Signature Approved. Comments: yes
Kenneth Paulin	UFT Member	Electronic Signature Approved. Comments: yes
lisa dematte	UFT Member	Electronic Signature Approved. Comments: yes
Laura Paddyfote	UFT Member	Electronic Signature Approved. Comments: yes
Denise Derrick-Thomas	Parent	Electronic Signature Approved. Comments: yes
Joscelyn Mahon	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: yes
ana Hall	UFT Member	Electronic Signature Approved. Comments: yes

* 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.

□

Seton Falls Elementary School, PS111X is a Pre-K through Grade 5 School. The current enrollment is 674 students. Our population is comprised of: 65% Black, 33% Hispanic, less than 1% Native American, Asian and White. 125 of our students are English Language Learners, 76% come from economically disadvantaged homes and 23% have an IEP. Our students are 50% males and 50% females. PS111X offers students many opportunities to participate in various activities throughout the day that are both engaging and enriching. Children are actively involved in the arts, music, ballet, technology, science, and so much more. All programs endeavor to increase their love of learning, knowledge and to give them a feeling of self respect and self confidence.

Parents are an integral part of the PS111X family. They are always encouraged to participate in the many workshops that are given, so that they can be more aware of ways that they can help their children succeed. Workshops are presented in English, Spanish, Sign, or any other language needed, with interpreters available upon request. Notices are sent home in languages that accommodate the needs of the parents.

Since children learn by doing, "hands-on" is a major part of the learning process at PS111X. There are currently five ICT classes. This model is comprised of two teachers and a ratio of 60% regular education children to 20% special education children. The learning modality for all of our students is differentiated instruction, needs based, data driven and rigorous.

In order to create a productive learning environment, teachers analyze and use the data to drive instruction. Each child is looked at as an individual, his needs analyzed and instruction geared to his learning style and needs. Each teacher has an assessment binder in which each child's data is stored, used and updated continuously.

The Cross-Age Tutoring Program is quite successful. The first and fifth graders work together as "tutors" for each other. They take trips together, read to each other and support one another.

PS111X is a family in every sense of the word.

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. 111 Seton Falls								
District:	11	DBN #:	11X111	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	31	27	32		89.8	91.5	TBD		
Kindergarten	67	95	108						
Grade 1	86	76	90	Student Stability - % of Enrollment:					
Grade 2	103	102	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	103	110	112		87.7	89.93	TBD		
Grade 4	113	109	124						
Grade 5	85	118	93	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		73.9	75.9	86.2		
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		14	16	TBD		
Grade 12	0	0	0						
Ungraded	17	13	11	Recent Immigrants - Total Number:					
Total	605	650	655	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	4	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	63	88	89	Principal Suspensions	1	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	27	37	35	Superintendent Suspensions	1	5	TBD		
Number all others	16	16	14						
<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		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	64	72	81	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	8	29	Number of Teachers	62	60	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	19	20	TBD
				Number of Educational Paraprofessionals	2	2	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	98.4	100	TBD
				% more than 2 years teaching in this school	90.3	91.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	80.6	85	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	89	92	TBD
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	95.2	TBD
Black or African American	66.3	65.1	63.4				
Hispanic or Latino	31.4	33.5	33.9				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	0.8	0.8				
White	0.7	0.3	0.6				
Multi-racial							
Male	48.3	50.2	48.2				
Female	51.7	49.8	51.8				
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 checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-					
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	78.3	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)	15.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	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?

After analyzing the trends from 2009-2010 ELA and Math State exams, we noticed that too many of our students 50% were below Levels 3 and 4. Although the trend before that showed more than 50% were in Levels 3 and 4, the latest results were down. As such we determined that the number of students in Levels 3 and 4 must be raised. AIS was started immediately in all grades to remediate the situation.

The ELL population is improving as evidenced by the fact that 11 out of 82, or 13%, of our students tested out "Proficient" on the NYSESLAT. This was an increase of 9 students from the previous year. However, we still need to improve so that at least 16% of our current ELL students pass.

Another need is improved attendance. Last year 169 students were absent 20 days or more. We are currently a Chancellor summit school working on improving attendance.

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>The goals that were set for September 2009 were three year goals. Therefore, our goals for the next two years are the same. However, based on the most recent scores on the 2009-2010- state exams, we have adjusted our goals.</p> <p>Goal 1: To provide PD on the core standards to all staff members that will support the delivery of high quality and appropriately differentiated curriculum that is data driven for grades PreK-5. PD will also include on-going analysis and disaggregation of informal and standardized assessment data including the Predictive Assessments, ITAs, teacher Diagnostic Exams and results from CFI team.</p> <p>Measurable Objectives: By September 2010, implement a non negotiable PD Plan for allstaff, using clearly defined guidelines enabling staff to evaluate their professional growth, assess their student's learning and set reasonable benchmarks for adjusting and evaluating student mastery.</p> <p>Utilize data review protocols with assessment results in planning for instructional improvement.</p> <p>By January 2011, involve all staff members in aconcerted effort to improve the academic performance of 100% of the students in both ELA and Math.</p> <p>By June 2011, involve all staff members in a concerted effort to improve the academic performance of all students by showing growth in project based learning activities, portfolios and student data especially the SWD and ELL population.</p> <p>By June 2011, close the achievement gap between the ELLs and SWD by 5%.</p>	<p><input type="checkbox"/> to be done</p>

<p>□ Goal 1: To address the tremendous achievement gap reflected on the revised New York State Exams in ELA and Math and to improve the school's student performance.</p> <p>Professional Development on the Core Curriculum and Standards to all staff members will support the delivery of high quality and appropriately differentiated instruction that is data driven for grades Pre K- 5. PD will also include on-going analysis and disaggregation of informal and standardized assessment data including the Predictive Assessments, ITA's, teacher Diagnostic Exams and the results of the school's Children First Inquiry Team.</p>	<p>□ Measurable Objective: By September 2010, implement a non-negotiable PD plan for all staff, using clearly defined guidelines enabling staff to evaluate their professional growth, assess their student's learning and set reasonable benchmarks for adjusting and evaluating student mastery.</p> <p>Utilize data review protocols with assessment results in planning for instructional improvement.</p> <p>By January 2011, involve all staff members in a concerted effort to significantly improve the academic performance of 100% of our students in ELA and Math.</p> <p>By June 2011, close the achievement gap between the ELLs and SWD by 5%.</p> <p>By June 2011, increase the learning opportunities for all students by encouraging them to take responsibility for their own learning, thereby increasing student academic performance by 5% on PL 2 and 3 and by 3%, on PL 4 and decreasing PL 1 by 5%.</p> <p>Goal 2: To continue to build capacity for continuous pedagogy improvement and infusing technology in the planning of the curriculum.</p> <p>To provide opportunities for staff to attend PD workshops both in house and out of the building. Staff will have the necessary tools to support professional growth in technology. Common prep times will be used to disaggregate and analyze data.</p> <p>Measurable Objectives: Weekly staff and or self evaluation sheets to be</p>

	<p>completed following each workshop.</p> <p>Monthly agendas and sign insheets will support non-negotiable attendance.</p> <p>100% of staff collaboratively planning monthly curriculum maps.</p> <p>100%of staff will have assessment binders in ELA and Math for each student.</p> <p>Workshops provided by Grade leaders, AISstaff,and coaches as documented by agendas and sign-in sheets.</p> <p>Monthly teacher observations documented in Principal's or AP's files</p> <p>Weekly focus walks with administrative staff.</p> <p>Goal 3: To continue to increase the percentage of parent involvement. To be met ongoing and by June 2011</p> <p>Measureable Objectives: 25% increase in attendance at various monthly meetings for parents/guardians as evidencedby the sign-in sheets.</p> <p>25% of parents attending Fall and Spring Parent Teacher Conferences as evidenced by the sign in sheets.</p> <p>30% of parents attending school-wide celebrations as evidenced by the sign in sheets</p> <p>10% of parents logging on to ARIS and using it.</p> <p>10% of parents attending monthly fireside chats with the principal and administrative team--on an identified</p>
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	grade.
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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
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>The goals that were set for September 2009 were three year goals. Therefore, our goals for the next two years are the same. However, based on the most recent scores on the 2009-2010- state exams, we have adjusted our goals.</p> <p>Goal 1: To provide PD on the core standards to all staff members that will support the delivery of high quality and appropriately differentiated curriculum that is data driven for grades PreK-5. PD will also include on-going analysis and disaggregation of informal and standardized assessment data including the Predictive Assessments, ITAs, teacher Diagnostic Exams and results from CFI team.</p> <p>Measurable Objectives: By September 2010, implement a non negotiable PD Plan for allstaff, using clearly defined guidelines enabling staff to evaluate their professional growth, assess their student's learning and set reasonable benchmarks for adjusting and evaluating student mastery.</p> <p>Utilize data review protocols with assessment results in planning for instructional improvement.</p> <p>By January 2011, involve all staff members in aconcerted effort to improve the academic performance of 100% of the students in both ELA and Math.</p> <p>By June 2011, involve all staff members in a concerted effort to improve the academic performance of all students by showing growth in project based learning activities, portfolios</p>
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	<p>and student data especially the SWD and ELL population.</p> <p>By June 2011, close the achievement gap between the ELLs and SWD by 5%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>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>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> Goal 1: To address the tremendous achievement gap reflected on the revised New York</p>
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<p><i>Time-bound.</i></p>	<p>State Exams in ELA and Math and to improve the school's student performance.</p> <p>Professional Development on the Core Curriculum and Standards to all staff members will support the delivery of high quality and appropriately differentiated instruction that is data driven for grades Pre K- 5. PD will also include on-going analysis and disaggregation of informal and standardized assessment data including the Predictive Assessments, ITA's, teacher Diagnostic Exams and the results of the school's Children First Inquiry Team.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>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>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	24	24	N/A	N/A		1	1	
1	20	20	N/A	N/A	5			15
2	20	10	N/A	N/A	10			15
3	30	20	N/A	N/A	5			10
4	30	30	30	20		3	2	5
5	15	10	25	25	3			10
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:	<input type="checkbox"/> During the school day AIS services are provided in small groups either as push in or pull out. Researched based programs such as Sonday, Open Court, Breakthrough To Literacy, Rally and New Heights are used as an intervention. After analyzing data from ARIS, Acuity, ECLAS and WRAP, instruction is given based on learning style and needs of each child. Science and Social Studies interventions are done via Team Teaching, Lunch Bunch groups (tutoring) and small group pullout programs. The results of the Fourth Grade Science test are analyzed to determine which children are in need of AIS services in Science as well as in other curriculum areas. This is all done during the school day.
Mathematics:	<input type="checkbox"/> During the school day, AIS is given in small groups either as a push-in or a pull-out. Manipulatives are used as well as researched based programs such as Everyday Math and Focused Math for Intervention. Technology such as AHA Math keeps students engaged and interested. All instruction is done based on the needs and learning styles of the children.
Science:	<input type="checkbox"/> AIS is done during the school day using hands-on and technology A+ Mobile Solutions. The children receive small group instruction, in all grades, especially in grades 4 and 5. It is based on the NYS Science Test and ELA. Team Teaching provides more services in Science so as to enhance the learning.
Social Studies:	<input type="checkbox"/> AIS is given in small groups and also whole class. Children use DBQs and technology to enhance all learning. Instruction is during the school day. A+ Mobile Solutions is used as part of the technology. Team Teaching provides more small group teaching for the students.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> AIS Guidance is done as needed both in small groups and one-to-one during the day. At times, counseling is done immediately, based on circumstances. Due to time and budget, AIS Guidance does not happen too often.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The School Psychologist is not afforded an opportunity to work with individual students due to time constraints. However, she does try to do ERSS counseling when needed.

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> . Due to budget and time constraints, the Social Worker is unable to work with individual students. However, she does try if necessary to do ERSS counseling.
At-risk Health-related Services:	<input type="checkbox"/> Health related services are given when necessary in areas such as asthma, vision, proper diet, Fitness Gram screening and hygiene The nurse meets with groups of students who have common needs, and enables them to discuss the issue and come up with resolutions..

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 65

Non-LEP 0

Number of Teachers 3

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.

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.

Teachers will meet to discuss data relating to ELL students for planning purposes. They will also be sent to workshops where information will be turn-keyed to other staff members. Also money will be made available for travel to TESOL conferences if possible.

Section III. Title III Budget

—

School: PS111X

BEDS Code: 321100010111

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	\$15,000	<input type="checkbox"/> Small group instruction es done after school based on needs and entitlement. Instruction is given by a NYS licensed teacher. Parents are an integral part of the success of the program.
Purchased services - High quality staff and curriculum	0	<input type="checkbox"/> n/a

development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$9,000	<input type="checkbox"/> supplies that are used to provide direct instruction to maximize the child's learning. We would like to use the Santillana USA program.The program Spotlight Online allows teachers to assess student needs, provide differentiated instruction and track progress through comprehensive reports.
Educational Software (Object Code 199)	\$4500	<input type="checkbox"/> Program: Spotlight Online from Santillana. Explanation same as above.
Travel	0	<input type="checkbox"/> n/a
Other	\$1,500	<input type="checkbox"/> Parent workshops and interpreters
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. □ Parent surveys are used to assess the languages spoken and written by the parents. The Home Language Survey that parents complete at the time of registration, is used to determine the needs of parents in terms of language. All parents are provided with information in a language that they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. Our findings showed that the majority of the parents speak English; however there is a need for other languages as well. This was explained to the parents in notices that were sent home in the necessary languages, The Parent Co-ordinator spoke with the parents and used translators in the native language

Part B: Strategies and Activities

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

□ The school will provide notices in the languages that the parents need. Notices are given in English to the person who translates it into one of the identified languages. This is done in-house by school staff. Services are also provided by the Department of Education's Translation Bureau, when entire documents need to be translated. Some of our parents need Arabic, and so service is provided through a translator. At meetings, sign language is also available.

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

Oral interpretation services will meet the needs of parents. A staff member will always be available to interpret. Signing is also available, if necessary. In-house staff will be used.

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>. The school will fulfill Section VII of the Chancellor's Regulations A-663, by sending notices home in all required languages, based on the Home Language Surveys, which the parents completed.

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:	\$487,967	\$272,528	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,880		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$24,398	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$27,253	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
95.2%

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

Teachers are taking the necessary college courses to become HQ.

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

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

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

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

Parental Involvement Policy :

The PS111X family agrees to implement the following statutory requirements:

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

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

□ Many of our students unfortunately are now at Levels 1 and 2. However, we want to see movement into Levels 3 and 4. Our ELL population has made growth in Listening and Speaking: but, we strive to have them become proficient in both Reading and Writing. Although the students are meeting the minimum standards in relation to the State academic content and student academic achievement standards, we want them to soar to the highest heights. We also want our SWD and those who take the AA tests to reach their potential. We need more PD to increase teacher ability to analyze and use data and identify each child's learning style and needs.

2. Schoolwide reform strategies that:

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

□ Instruction will take place in small groups, based on the needs of each child. Children will be assessed and data analyzed. Technology is a major part of the child's learning style. It is differentiated, needs based and ensures that children are engaged and focused. Children can reach their potential and become proficient in their academic achievement. Parents are an integral part of the child's education, and therefore their involvement is of utmost importance. Schoolwide emphasis is also on attendance.

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.

□ Programs such as Soliday, Breakthrough To Literacy, Open Court and Everyday Math are researched base and have proven to be successful. After school programs provide opportunities for enriching academics as well as time for the arts: Crafting Writing, Ballroom Dancing, Dance, Music and Art are offered

o Help provide an enriched and accelerated curriculum.

□ Small group to enrich and accelerate, technology and after school programs will enrich and accelerated the curriculum for the students who need the challenge. If needed some students will go to different grades for enrichment. The Renzulli Learning Program will also be instituted.

o Meet the educational needs of historically underserved populations.

□ All children have access to All programs, no matter what their status. Students in temporary housing are identified and very discreetly helped. SWD and ELL children will receive differentiated instruction, using as much hands-on as possible. Technology will be an integral part of all lessons. Children will receive instruction based on their learning styles.

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.

Children who are At-Risk will receive intervention services as per their needs. They will be instructed based on their learning styles and needs. All data will be gathered, analyzed and rigorous instruction given based on the data. ERSS counseling will be given when deemed necessary. In order to meet the needs of a student a child might be placed in different classes where instruction is on his level. Technology instructions plays an important part of every lesson in every class.

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

Although we made our AYP for the 2008-2009 school year, the population that we are targeting for improvement is SWD and ELL. We are working on moving the children from advanced to proficient in the NYSESLAT . Technology will be an integral part of all learning. It will enable teachers to differentiate instruction based on analyzing data and engaging students in rigorous activities. Improvement will be documented by kid watching, test results and teacher judgement etc.

3. Instruction by highly qualified staff.

A teacher who is not HQ is going to taking courses to be upgraded to HQ.I

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.

PD is ongoing both in-house and at other sites. Time is made available for teachers and paras to receive PD in technology, ESL, data analysis, ELA deliverance and any topic that teachers request. Permission is also given for personnel to receive training in other states. Parent workshops are given in all curriculum areas to facilitate parents working with their children. All PD and workshops are conducted by highly qualified personnel.

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

Because of our School Report Card and Progress Report, teachers want to become part of our family. We have about a 98% stability rate, since our teachers are receiving highquality PD in a warm , family-like atmosphere.

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

Parental involvement is part and parcel of everything that we do. Parent workshops are offered at various times throughout the day and on Saturdays, so as to maximize attendance and involvement. Events such as: Grandparents' Day, Mother -Daughter Breakfast, Father-Son Breakfast, Family Day Picnic, Class Trips, Parent- Child Trips are all planned so that parents will become involved in their child's education. At these meetings there are interpreters available in the languages needed by parents, including sign language. Raffles are held so that more parents attend.

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.

Parents of preschool children are invited to visit the local elementary schools and see first hand the programs available .

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.

□ During grade meetings and faculty conferences data from ARIS, Acuity, ECLAS and other sources are analyzed, Individual student data as well as the class as a whole, is looked at to determine needs and decide on strategies appropriate to meet those needs. Teachers will share strategies and determine which ones work and how to achieve the most for each child. AIS services are incorporated on each grade, so as to improve achievement. Levels 3 and 4 students are included in services so that they can achieve even greater heights.

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 services are provided on each grade. Difficulties are assessed using researched based programs such as SONDAY and Breakthrough To Literacy which are then used for remediation. Data from ECLAS, ARIS, Acuity, WRAP is analyzed constantly to define weaknesses and needs. Once identified, small group instruction is given and monitored on a daily basis. Technology is used to differentiate instruction and use a child's learning style to deliver instruction.

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.

□ State, Federal and local programs are integrated to enhance and ensure learning. Since we are not part of the NCLB programs, grants were acquired so that our students have after school programs. A Men's Forum for boys has been instituted to give the boys more of a feeling of self worth.

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.	Page#(s)
		Yes	No	N/A			

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
11
2. Please describe the services you are planning to provide to the STH population. Support services when necessary include: guidance counselors, Parent Coordinator, AIS, after school programs, Attendance Support Shelter Person Support Parent Raffle

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
n/a
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 n/a

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

n/a

CEP RELATED ATTACHMENTS

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

File Name - 28_11X111_110110-163910.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 10	District 11	School Number 111	School Name Seton Falls
Principal Ava Fullenweider		Assistant Principal LeCounte Teele	
Coach Math: Kenneth Paulin		Coach ELA: Lisa DeMatte	
Teacher/Subject Area Matthew Holzgrafe/ESL		Guidance Counselor Robin Cuthbertson	
Teacher/Subject Area Marie Toney/ESL		Parent	
Teacher/Subject Area Phyllis Goldstein/AIS		Parent Coordinator Anita Burrell	
Related Service Provider		Other	
Network Leader Maria Quail		Other Sonia Menendez	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	712	Total Number of ELLs	60	ELLs as Share of Total Student Population (%)	8.43%
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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) English Language Learners are initially identified at the time of admission or shortly thereafter. When a child is registered, the Home Language identification Survey (HLIS) is completed by the Parent/Guardian. If the home language is other than English or the student's native language is other than English, an informal interview in the native language (if possible) and English, is conducted by a member of the ELL committee. If the student speaks a language other than English and little or no English, the student is administered the Language Assessment Battery-Revised within the first 10 days of admission. If the child scores at the beginning, intermediate or advanced level, he/she is considered a limited English proficient (LEP) student. The student is then placed in the appropriate program. Annual assessment is done using the NYSESLAT. If the child scores at a beginning, intermediate or advanced on the NYSESLAT services will continue to be provided. All testing is done by licensed ESL or Bilingual pedagogues.

2) The Parent notification letters are sent to parents whose children were identified as ELL students. Parents are asked to attend a meeting where the video, explaining the three program choices, is shown. The parents are given an option to view it in the language of their choice. Each option is then explained and all questions are addressed, next the parent completes the letter identifying the program choice for the student. If we do not offer the program that the parent selects, the parent is advised of that fact after they complete the parents survey. Also, the parents will be informed that if there are at least 15 children in two consecutive grades, whose parents have requested the same program, and we will open a new class to accommodate these students. The Parent Choice surveys are copied and the original is placed into the child's cumulative folder and the copy is kept on record in the ELL binder which is kept in the Assistant Principals office. This is done as soon as possible after the finish of testing.

3) ESL teachers distribute the entitlement letters either at registration or during the first ten days after a new registration takes place. They are collected by the teacher and kept on file. Parent survey forms are distributed, completed and collected at the time that the video is shown. Attendance sign in sheets record which parents were in attendance. The sheets are then copied and kept on file in the child's cum folder and the ELL binder. If a form is not returned, the default program is transitional bilingual education. There is a periodic review of all letters received.

4) If the child is identified as an ELL the child is placed in a class that has been identified as the ELL class on the grade, unless the child required special education services. The parent is notified that the child will receive a push-in ELL program, given by a qualified licensed ESL teacher. Parents are notified in their native language.

5) After reviewing the parent survey and programs selection forms for the past few years, the trend in program choices has been Free Standing English as a Second Language. Only four parents in 2007-2008 opted for bilingual, in 2008-2009 six parents and in 2009-2010, one parent selected bilingual this year. In general, the parents prefer for their children to have english only classes.

6) Program models are aligned with the needs and requests of the parents whenever possible. If a parent is interested in finding either a bilingual program or a transitional bilingual program, then they are provided with a list of schools which offer their desired programs and information about moving their student.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	5	9	7	6	7	4								38
Total	5	9	7	6	7	4	0	0	0	0	0	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	24
SIFE	1	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language										0
ESL	42	1	12	18	0	10	1			61
Total	42	1	12	18	0	10	1	0	0	61

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

C. Home Language Breakdown and ELL Programs

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

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

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

**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
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	6	11	6	9	14	10								56
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		1		1									4
TOTAL	8	11	7	9	15	10	0	0	0	0	0	0	0	60

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)

a. PS 111X has a general education class on each grade level designated as the ELL class. All ESL students are placed in that class. The students are placed in the class based on LEP status and grade, they typically make up about a 1/3 of the students in the class.

b. A licensed ESL teacher plans collaboratively with the teacher of that general education class and pushes in to provide the mandated services. The majority of the time, the ESL pedagogue pushes into the class; sometime they pull the beginner and intermediate students out of the class.

2) Beginners and intermediates receive approximately 300 minutes of push-in service and 60 minutes of pull-out service a week. Advanced students receive exclusively push-in services.

3) Although instruction is entirely in English, the use of visuals, manipulatives and an emphasis on content vocabulary development are considered during the planning and delivery of lesson so that ELLs are better equipped to access classroom instruction when they do not have ESL support. We rely upon technology to provide ELLs with extra visual aids and sound effects to enhance learning and connect content to familiar situations and background knowledge so that ELLs can access new material without being confused. While pushing in, the ESL teacher uses supports to make all content accessible. Vocabulary instruction is inserted into every content area and language support tools such as sentence frames and an emphasis on accountable talk ensure that ELLs are supported when participating in content lessons.

4)

a. A sife will be provided with more support in the classroom and from the ESL teacher. Depending on their background, they might receive early elementary phonics, or reading intervention AIS, to ensure that they improve their reading ability. They will also have access to afterschool programs to expand the learning experience. PS 111X only has one sife student currently.

b. The ESL teachers and the classroom teachers work collaboratively to drive the planning and instruction for the students. The standards for both ELA and ESL are the guidelines that are followed. Small group instruction is the predominant model. During the balanced literacy time, children do guided reading based on the F&P reading levels and independent reading. At this time the ESL teacher is able to conference with each child individually, so as to assess and support the learning. The focus is on language development through content related work. Technology is integrated to support learning and motivate students. Teachers work from strengths. They build on what students already know, prior knowledge, self to text connections and scaffolding learning to help students communicate. Culturally congruent teaching methods are also used to give the child a feeling of pride in his culture. Children are afforded opportunities to teach others about their first language and home culture. Project based learning, thematic units and cooperative learning groups are used to engage learners. In the beginning stages, children use pictures, realia, pantomime etc. to communicate and learn necessary vocabulary. All activities and learnings are standard based. Modeling by the teacher is an integral part of the learning process. The ELL children will receive specific content based learning in the classroom during instructional time. The teacher will introduce new vocabulary in context for the ELL learner. Children might be able to move with different classes, based on their individual needs.

c. While analyzing the data, we noticed that those students who received extended service, were not meeting the “proficient” standard in the areas of reading and writing. To this end, we work intensively with these students on the different levels of writing. Writing is part of each content area. Children look at their writing to check if it makes sense; has complete sentences; uses correct

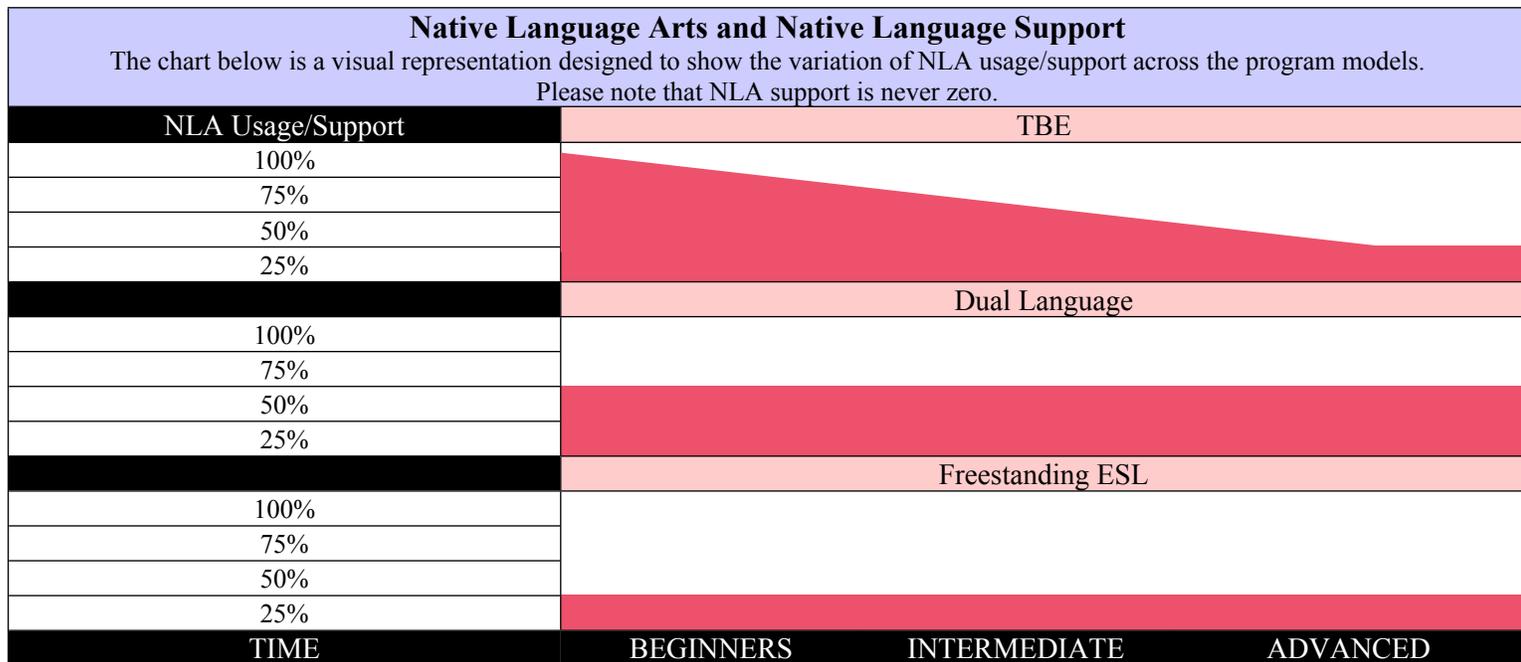
punctuation and spelling and is the best they can do. After children have planned their work, they will be able to begin the writing process. Conferencing is a major part of the process.

d. PS 111X does not have any long term ELLs.

e. ELLs which have special needs or accommodations are pulled out of their class to push-in to the general education. They are provided with additional support (examples, graphic organizers, and realia) and accommodations. They will also be grouped with students on their grade level to receive instructions targeted to their level.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

5) At the beginning of each school year all students are tested to see which have a need for AIS services. All ELLs who qualify receive a range of different services, both in ELA and math. The groups are changed on a rotating basis to focus on different skills the relate to reading, writing, and math skills. At this time these services are only offered in English.

6) The first year after a student demonstrates proficiency a student is placed in the ELL class for additional support from both the classroom teacher and the ESL teacher. They also receive AIS and additional support if need is shown. Finally, students receive testing accomadations for 2 years after they test proficient on the NYSESLAT.

7) There will be a new homework help program in the morning for students to come to a receive support on homework given in their classes. There will also be English activities available for those students who come with their homework already finished.

8) The school will no longer do a majority pull-out program because the students were losing instruction in the content areas. Now they will receive primarily push-in, which will give more language support for the content areas.

9) ELL students have access to all programs at PS 111X. In addition, they have their own afterschool program which focuses on English development.

10) In terms of technology, all ELL classrooms have access to SMART technology. Kindergarten and 1st grade has access to SMART tables, which provide visuals and interaction for students as they learn English vocabulary and skills. Other instructional material, include Pearson's NYSESLAT preparation books, which familiarize students with the format of the NYSESLAT so they can demonstrate their knowledge on the test at the end of the year.

11) Students have access to bilingual picture dictionaries, bilingual books, and books in their native languages. They also use some programs which provide bilingual support for ELLs.

12) Required support is provided based on grade, age, and proficiency level. The content is tailored to the age and grade level while the style of presentation is determined by the proficiency level. This ensures that the content is accessible to all students.

13) Parents are given information about ESL during the registration process.

14) There are no language electives offered at this time.

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)?

Not Applicable

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 ELL personnel will be provided with opportunities for Professional Development workshop through the Department of Ed and through the schools Children First Network. The teachers who attend these workshop will be responsible to turnkey this information to all other teachers of ELLs.

2) Information is provided to parents and teachers of ELLs about the location of other programs and how to switch to these programs.

3) The 7.5 hours will be accomplished during CFI periods and other professional development opportunities. Those staff members who attend workshops will turnkey this information to the rest of the school.

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) During the beginning of the school year, there are several information sessions for all parents, including: Meet the teacher night, grade meeting, and ESL parent orientation. Parents regularly talk with teachers and work with the school to provide information and time. LL parent involvement is difficult to solicit but all parents receive reminded sent home in the native language.

2) Our school partners with Mosholu Montefiore which is works with families to provide healthcare for their students. Also we partner with Learning Leaders," which helps train parents to volunteer in the school.

3) The needs of all parents are determined by conversation with them when they attend meeting at school. Also for ELL parents survey are sent home in their native language to better understand their needs.

4) One of the major needs of our parents is to find a place for their student to go to afterschool. Along that thought, we provide afterschool oppurtunites for all students and some activities just for ESL students.

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)	3	6	1	5	4	5								24
Intermediate(I)	1	1	4	4	6	2								18
Advanced (A)	3	4	2	1	5	3								18
Total	7	11	7	10	15	10	0	0	0	0	0	0	0	60

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	1	1	1	2							
	I		4			1	1							
	A		1	5	3	5	6							
	P		3	1	6	8	4							
READING/ WRITING	B	3	6	1	5	4	5							
	I	1	1	4	4	6	2							
	A	3	4	2	1	5	3							
	P			5	2	3	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	4	2		14
4	6	2	1		9
5	5	2			7
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	5	1	8	1	1				16
4	5		5		1				11
5	4		4		1				9

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	2	0	5				10
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

- 1) At PS 111X, we use the RAP for the older grades, E-CLAS2 for grades K-3, and running records across all grade levels. In addition, teachers create their own sight word and letter recognition trackers, for those students who have lower elementary literacy level. The reading levels help us place student in guided reading groups and help tailor instruction to the student’s level and ability.
- 2) If we look at just overall proficiency, each grade is surprisingly similar to all other grades. They are all divided near evenly between beginners, intermediate, and advanced. This is probably due to the influx of newcomers we have at our school each additional year. There is slightly more beginner 5th graders, many of whom are special education students. If you compare the performance on the listening and speaking sections with the performance on the reading and writing sections, one quickly notices that students perform better on listening and speaking. Often they pick these skills up within 6 months to a year.
- 3) Because students often fail to achieve proficiency in the reading and writing sections of the NYSESLAT, more attention will be paid to these sections. Reading and Writing will be done on a daily basis and with a variety of genres.

seek to foster interactions between ELL students and their mainstream classes, and encourage a curiosity of learning. The way we measure our own success, is through observation and assessment, both school-wide and individual.

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.

Empty space for providing additional information.

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 111 Seton Falls					
District:	11	DBN:	11X111	School		321100010111

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	27	32	35		89.8	91.5	90.8
Kindergarten	95	108	109				
Grade 1	76	90	112	Student Stability - % of Enrollment:			
Grade 2	102	85	90	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	110	112	93		87.7	89.9	89.8
Grade 4	109	124	113				
Grade 5	118	93	130	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		73.9	86.2	80.7
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		14	16	24
Grade 12	0	0	0				
Ungraded	13	11	24	Recent Immigrants - Total Number:			
Total	650	655	706	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	4	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	88	89	77	Principal Suspensions	1	0	1
# in Collaborative Team Teaching (CTT) Classes	37	35	47	Superintendent Suspensions	1	5	7
Number all others	16	14	60				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	62	60	63
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	19	20	7
# receiving ESL services only	72	81	TBD				
# ELLs with IEPs	8	29	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	2	2	14

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	98.4	100.0	100.0
				% more than 2 years teaching in this school	90.3	91.7	90.5
				% more than 5 years teaching anywhere	80.6	85.0	92.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	92.0	92.1
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	100.0	95.2	97.2
Black or African American	65.1	63.4	63.5				
Hispanic or Latino	33.5	33.9	33.3				
Asian or Native Hawaiian/Other Pacific	0.8	0.8	0.4				
White	0.3	0.6	2.3				
Male	50.2	48.2	47.6				
Female	49.8	51.8	52.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					WD
Overall Score:	34	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					WD
School Environment:	7	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	1.3	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	22.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 11x111

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:	464,506	252,136	
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,645.00	2,521.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23,225.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	4,6450.00	*	

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**.

Parent Compact—Parent Involvement Policy 2010-2011

The PS 111X family which includes, staff parents and everyone in the building, works together to help children reach high academic standards. Each member plays an important role in ensuring the academic growth of the students. We all share in the responsibility of student learning. When the home and school work together, it leads to the success of the child. A trusting relationship must be built between the home and the school. The compact reflects the needs and culture of the home as well the students. The compact serves as a valuable tool to effectively and meaningfully engage the school and the home in supporting the academic development of the students.

The parents and the entire school staff will share in the responsibility for improved academic achievement. Parents can access their children's academic records on ARIS, so that can know the weaknesses and strengths of their children and speak with the teacher on ways to make the weaknesses into strengths. Ongoing parent workshops provide the parents with first hand ideas and strategies that they can use at home. Parents have the responsibility to make sure that the child reports to school ON TIME and is picked up ON TIME. Teachers have the responsibility to take attendance daily and correct any errors. Parents must send in documentation when a child is absent or late. Parents must assist if necessary and CHECK that all homework is done, not just parts. Parents must monitor the time allotted to homework, television, games and

other nightly activities. Teachers must correct all homework daily and use it to guide further instruction. Students are responsible for their actions; and everyone needs to help the child mature so that he acknowledges his responsibility. Parents play an active role in all decisions relating to the education of their children.

Communication between teachers and parents, on a continuous basis, is of utmost importance. Teachers send home monthly progress reports which are signed by the parents and returned. There are continuous, ongoing workshops for parents both during the day and after school. Parent meetings are held every two months so that teachers and parents are accountable for student learning.

Parents acknowledge that they will:

- send the child to school dressed in uniform.
- sign and return monthly progress reports and all homework.
- support the school discipline code.
- be an active participant in the child's learning process.
- speak with the teacher if there are any problems with the child's academics.
- read with the child 20 minutes nightly.

Students acknowledge that they will:

- complete all classwork and homework.
- come to school prepared to learn.
- respect oneself and everyone else.
- obey school rules.
- let someone know when help is needed.

-write all assignments and complete.

-read at home nightly.

Teachers will:

-have high expectations for all students.

-develop a classroom environment that is risk free, comfortable and supportive.

-develop proficient learners.

-enforce rules fairly and consistently.

-create a partnership with every class family.

-monitor student progress.

-analyze and use data to drive instruction and teach based on learning styles and needs.

-work on teaching strategies that can successfully teach all children.

-assign relevant and interesting work.

An integral part of the compact is to ensure that parents receive training on how best to meet their child's needs. Parents receive information they need in order to make decisions about their children's education.

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.

Many of our students unfortunately are now at Levels 1 and 2. However, we want to see movement into Levels 3 and 4. Our ELL population has made growth in Listening and Speaking; but, we strive to have them become proficient in both Reading and Writing. Although the students are meeting the minimum standards in relation to the State academic content and student academic achievement standards, we want them to soar to the highest heights. We also want our SWD and those who take the AA tests to reach their potential. We need more PD to increase teacher ability to analyze and use data and identify each child's learning style and needs.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. **Instruction will take place in small groups, based on the needs of each child. Children will be assessed and data analyzed. Technology is a major part of the child's learning style. It is differentiated, needs based and ensures that children are engaged and focused. Children can reach their potential and become proficient in their academic achievement. Parents are an integral part of the child's education, and therefore their involvement is of utmost importance. Schoolwide emphasis is also on attendance.**
- 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. **Programs such as Sunday, Breakthrough To Literacy, Open Court and Everyday Math are researched base and have proven to be successful. After school programs provide opportunities for enriching academics as well as time for the arts: Crafting Writing, Ballroom Dancing, Dance, Music and Art are offered**
 - o Help provide an enriched and accelerated curriculum. **Small group to enrich and accelerate, technology and after school programs will enrich and accelerated the curriculum for the students who need the challenge. If needed some students will go to different grades for enrichment. The Renzulli Learning Program will also be instituted.**
 - o Meet the educational needs of historically underserved populations. **All children have access to All programs, no matter what their status. Students in temporary housing are identified and very discreetly helped. SWD and ELL children will receive differentiated instruction, using as much hands-on as possible. Technology will be an integral part of all lessons. Children will receive instruction based on their learning styles.**

- 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. **Children who are At-Risk will receive intervention services as per their needs. They will be instructed based on their learning styles and needs. All data will be gathered, analyzed and rigorous instruction given based on the data. ERSS counseling will be given when deemed necessary. In order to meet the needs of a student a child might be placed in different classes where instruction is on his level. Technology instructions plays an important part of every lesson in every class.**
- Are consistent with and are designed to implement State and local improvement, if any. **Although we made our AYP for the 2008-2009 school year, the population that we are targeting for improvement is SWD and ELL. We are working on moving the children from advanced to proficient in the NYSESLAT . Technology will be an integral part of all learning. It will enable teachers to differentiate instruction based on analyzing data and engaging students in rigorous activities. Improvement will be documented by kid watching, test results and teacher judgement etc.**

3. Instruction by highly qualified staff.

A teacher who is not HQ is going to taking courses to be upgraded to HQ.

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. **PD is ongoing both in-house and at other sites. Time is made available for teachers and paras to receive PD in technology, ESL, data analysis, ELA deliverance and any topic that teachers request. Permission is also given for personnel to receive training in other states. Parent workshops are given in all curriculum areas to facilitate parents working with their children. All PD and workshops are conducted by highly qualified personnel.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **Because of our School Report Card and Progress Report, teachers want to become part of our family. We have about a 98% stability rate, since our teachers are receiving highquality PD in a warm , family-like atmosphere.**

6. Strategies to increase parental involvement through means such as family literacy services. **Parental involvement is part and parcel of everything that we do. Parent workshops are offered at various times throughout the day and on Saturdays,so as to maximize attendance and involvement. Events such as: Grandparents' Day, Mother - Daughter Breakfast, Father-Son Breakfast, Family Day Picnic, Class Trips,Parent- Child Trips are all planned so that parents will become involved in their child's education. At these meetings there are interpreters available in the languages needed by parents, including sign language. Raffles are held so that more parents attend.**

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. **Parents of preschool children are invited to visit the local elementary schools and see first hand the programs available .**

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. **During grade meetings and faculty conferences data from ARIS, Acuity, ECLAS and other sources are analyzed, Individual student data as well as the class as a whole, is looked at to determine needs and decide on strategies appropriate to meet those needs. Teachers will share strategies and determine which ones work and how to ahieve the most for each child.AIS services are incorporated on each grade, so as to improve achievement. Levels 3and4 students are included in services so that they can achieve even greater heights.**

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 services are provided on each grade. Difficulties are assessed using researched based programs such as SONDAY and Breakthrough To Literacy which are then used for remediation. Data from ECLAS, ARIS, Acuity, WRAP is analyzed constanly to define weaknesses and needs. Once identified, small group instruction is given and monitored on adaily basis. Technology is used to differentiate instruction and use a child's learning style to deliver instruction..**

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. **State, Federal and local programs are integrated to enhance and ensure learning. Since we are not part of the NCLB programs, grants were acquiredso that our students have after school programs. A Men's Forum for boys has been instituted to give the boys more of a feeling of self worth.**

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			\$390,186		
Title I, Part A (ARRA)	Federal	x			\$249,615		
Title II, Part A	Federal				\$36,040		
Title III, Part A	Federal	x			\$15,000		
Title IV	Federal						

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.

IDEA	Federal						
Tax Levy	Local	x			2,991,803		