



P.S. 132 GARRET A. MORGAN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 132 GARRET A. MORGAN
ADDRESS: 1245 WASHINGTON AVENUE
TELEPHONE: 718-681-6455
FAX: 718-681-6466

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900010132 **SCHOOL NAME:** P.S. 132 Garret A. Morgan

SCHOOL ADDRESS: 1245 WASHINGTON AVENUE, BRONX, NY, 10456

SCHOOL TELEPHONE: 718-681-6455 **FAX:** 718-681-6466

SCHOOL CONTACT PERSON: ANISSA CHALMERS **EMAIL ADDRESS:** AChalme@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Keybi Sneed, Teacher

PRINCIPAL: ANISSA CHALMERS

UFT CHAPTER LEADER: Adrienne Moore

PARENTS' ASSOCIATION PRESIDENT: LaTisha Barcus

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-Public Education Association

NETWORK LEADER: WILLIAM COLAVITO/BEN WAXMAN/Christine Etienne

SUPERINTENDENT: DOLORES ESPOSITO

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 |
|------------------|--|--|
| Anissa Chalmers | Principal | Electronic Signature Approved. |
| Adrienne Moore | UFT Chapter Leader | Electronic Signature Approved. Comments: It is due today. We can modify it during our SLT meetings. Deadline has passed. |
| Keybi Sneed | UFT Member | Electronic Signature Approved. Comments: It is due today. We can modify it during our SLT meetings. Deadline has passed. |
| Betsy Goldberg | UFT Member | Electronic Signature Approved. Comments: It is due today. We can modify it during our SLT meetings. Deadline has passed. |
| Irina Soto | UFT Member | Electronic Signature Approved. Comments: It is due today. We can modify it during our SLT meetings. Deadline has passed. |
| Gladys Rodriguez | DC 37 Representative | Electronic Signature Approved. Comments: It is due today. We can modify it during our SLT meetings. Deadline has passed. |
| Tonya Smith | UFT Member | Electronic Signature Approved. Comments: It is due today. We can modify it during our SLT meetings. Deadline has passed. |
| Betsy Goldberg | Admin/uft | Electronic Signature Approved. Comments: It is due today. We can modify it |

| | | |
|-------------------|--------|--|
| | | during our SLT meetings. Deadline has passed. |
| LaTisha Barcus | Parent | Electronic Signature Approved. Comments: It is due today. We can modify it during our SLT meetings. Deadline has passed. |
| Joanna Poole | Parent | Electronic Signature Approved. Comments: It is due today. We can modify it during our SLT meetings. Deadline has passed. |
| Angely Santiago | Parent | Electronic Signature Approved. Comments: It is due today. We can modify it during our SLT meetings. Deadline has passed. |
| Charmain Sanjurjo | Parent | Electronic Signature Approved. Comments: It is due today. We can modify it during our SLT meetings. Deadline has passed. |

* 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.

Garrett A Morgan is a barrier-free elementary school with 560 diverse students from pre-kindergarten through grade 5.

The vision of Public School 132 is to create a community of children to be competitors in a global society who will ultimately change the world. We are committed to exposing children to the nuances of the techno-world and imbedding it into their daily learning so that it will have a profound affect on their academic and social growth. This commitment will provide them with the necessary foundation to be successful in their future academic endeavors.

Our mission is to engage children in learning that prepares them to be productive global citizens by ensuring they are reflective in their thinking and published works, critical thinkers, effective communicators, proficient in all subject areas, and strong in character.

This is accomplished through our partnership with New York University and Columbia School of Social Work, through daily morning socialization skills building exercises for students in grades kindergarten through second as prescribed by The Peacebuilders Program, and additional daily morning skills practice for students in grades three through five. This allows us to provide all children with the best possible educational setting and ultimately impact student achievement. Student achievement is also impacted through the use of technology. Every classroom has at least two computers and shares an ELMO. All fourth and fifth grade classrooms have document camera smartboards. We have a computer lab with smartboard technology, and there are three mobile laptop carts available for use. A technology club was created for students who have expressed an interest or demonstrated outstanding ability in technology. This club, "The Spotlight Tech Squad", trains students to troubleshoot, become videographers, and edit videos and audio sound bites which will ultimately assist in providing them with the technological skills needed in the global workforce. As we continue to strive to create conscience global citizens, we have implemented a Recycling Program to further assist in the New York City's Going Green Initiative and a Healthy Eating Initiative to address the rising childhood obesity and asthma percentage in our community.

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. 132 Garret A. Morgan | | | | | | | | |
| District: | | 9 | DBN #: | | 09X132 | 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 | | 26 | 18 | 14 | | | 89.8 | 90.8 | TBD | |
| Kindergarten | | 83 | 81 | 89 | | | | | | |
| Grade 1 | | 81 | 99 | 83 | Student Stability - % of Enrollment: | | | | | |
| Grade 2 | | 102 | 85 | 78 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| Grade 3 | | 103 | 113 | 88 | | | 90.6 | 86.16 | TBD | |
| Grade 4 | | 92 | 102 | 101 | | | | | | |
| Grade 5 | | 82 | 80 | 90 | 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 | | | 89 | 89 | 94.1 | |
| 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 | | | 19 | 43 | TBD | |
| Grade 12 | | 0 | 0 | 0 | | | | | | |
| Ungraded | | 21 | 9 | 15 | Recent Immigrants - Total Number: | | | | | |
| Total | | 590 | 587 | 558 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| | | | | | | | 11 | 4 | 0 | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) - Total Number: | | | | | | |
| <i>(As October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | <i>(As of June 30)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| # in Self-Contained Classes | | 102 | 90 | 83 | Principal Suspensions | | 0 | 8 | TBD | |
| # in Collaborative Team Teaching (CTT) Classes | | 17 | 31 | 44 | Superintendent Suspensions | | 3 | 6 | TBD | |
| Number all others | | 22 | 38 | 36 | | | | | | |
| <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 | <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | |
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | | CTE Program Participants | | 0 | 0 | 0 | |
| <i>(As of October 31)</i> | | 2007-08 | 2008-09 | 2009-10 | Early College HS Participants | | 0 | 0 | 0 | |
| # in Transitional Bilingual Classes | | 22 | 17 | 24 | | | | | | |

| | | | | | | | |
|---|---|--|---------|--|---|---------|---------|
| # in Dual Lang. Programs | 0 | 0 | 0 | Number of Staff - Includes all full-time staff. | | | |
| # receiving ESL services only | 112 | 101 | 92 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # ELLs with IEPs | 0 | 9 | 64 | Number of Teachers | 61 | 58 | TBD |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Administrators and Other Professionals | 30 | 32 | TBD |
| | | | | Number of Educational Paraprofessionals | 15 | 13 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | TBD | % fully licensed & permanently assigned to this school | 100 | 100 | TBD |
| | | | | % more than 2 years teaching in this school | 67.2 | 63.8 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % more than 5 years teaching anywhere | 65.6 | 63.8 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % Masters Degree or higher | 80 | 81 | TBD |
| American Indian or Alaska Native | 1 | 1.2 | 1.8 | % core classes taught by "highly qualified" teachers (NCLB/SED definition) | 95.8 | 100 | TBD |
| Black or African American | 43.2 | 43.3 | 45.3 | | | | |
| Hispanic or Latino | 54.6 | 54.5 | 51.3 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 0.2 | 0.2 | 0.2 | | | | |
| White | 1 | 0.9 | 1.3 | | | | |
| Multi-racial | | | | | | | |
| Male | 55.2 | 57.4 | 54.1 | | | | |
| Female | 44.8 | 42.6 | 45.9 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | | <input type="checkbox"/> Non-Title I | | |
| Years the School Received Title I Part A Funding: | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 | | |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | | If yes, area(s) of SURR identification: | | | | | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | | | | | | | |
| In Good Standing (IGS) | | <input type="checkbox"/> | | | | | |
| Improvement Year 1 | | <input type="checkbox"/> | | | | | |
| Improvement Year 2 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 1 | | <input type="checkbox"/> | | | | | |
| Corrective Action (CA) - Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 1 | | <input type="checkbox"/> | | | | | |
| Restructuring Year 2 | | <input type="checkbox"/> | | | | | |
| Restructuring Advanced Basic | | <input type="checkbox"/> | | | | | |
| Comprehensive | | <input checked="" type="checkbox"/> | | | | | |
| Focused | | <input type="checkbox"/> | | | | | |
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| Elementary/Middle Level | | | | Secondary Level | | | |
| ELA: | X | | | ELA: | | | |
| Math: | Y | | | Math: | | | |
| Science: | Y | | | Graduation Rate: | | | |

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|--|-------------------------|------|---------|-----------------|------|------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate | |
| All Students | X | √ | √ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | - | - | - | | | | |
| Black or African American | Ysh | √ | | | | | |
| Hispanic or Latino | X | √ | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | | | | | |
| White | - | - | - | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | X | √ | | | | | |
| Limited English Proficient | X | √ | - | | | | |
| Economically Disadvantaged | X | √ | | | | | |
| Student groups making AYP in each subject | 1 | 6 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results - 2008-09 | | Quality Review Results - 2008-09 | |
|--|------|--|---|
| Overall Letter Grade | B | Overall Evaluation: | √ |
| Overall Score | 56.9 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | √ |
| School Environment (Comprises 15% of the Overall Score) | 6 | Quality Statement 2: Plan and Set Goals | √ |
| School Performance (Comprises 25% of the Overall Score) | 11.4 | Quality Statement 3: Align Instructional Strategy to Goals | √ |
| Student Progress (Comprises 60% of the Overall Score) | 37.2 | Quality Statement 4: Align Capacity Building to Goals | √ |
| Additional Credit | 2.3 | Quality Statement 5: Monitor and Revise | √ |

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Below are our major findings, after conducting our review:

Students in grades K-2 are in need of intense basic reading and writing skills as identified by DIBELS, Rigby Running Records and school-wide periodic writing assessments. On the 2009 ELA exam 64% of all students scored in levels 1 and 2; therefore, students in grades 3-5 did not meet AYP in ELA. As we have conducted our in-house assessments juxtaposing our ELA state exams and NYSESLAT data, we have noticed that students' greatest areas of need are in reading and writing.

- Within reading, sub-skills indicated for support are; inferencing, drawing conclusions, retelling stories, oral language usage, phonemic awareness, syllabication, and sight word development
- Within writing, sub-skills indicated for support are; the mechanics of formal writing, non-fiction/content based writing, and characteristics of genre writing

Although these are school-wide findings, within these statistics for the 2009 ELA State exam, we have further identified sub-groups most at risk as our ELLs, SWD, and males. Supporting data is:

Percent of Students Scoring in Level 1 and Level 2 on NYS ELA Exam for 2009

| Sub Group | % of students scoring in Levels 1 and 2 |
|-----------|---|
| ELLs | 82% |
| SWD | 73.9% |
| Males | 70.2% |

In contrast, 69% of all students scored in levels 3 and 4 on the NYS Math Exam. A snapshot of our sub group performance is:

Percent of Students Scoring in Level 3 and Level 4 on NYS Math Exam for 2009

| Sub Group | % of students scoring in Levels 3 and 4 |
|-----------|---|
| ELLs | 64% |
| SWD | 48.3% |
| Males | 67.7% |

We attribute this success to spending extensive time in professional development in content math through in-house and AUSSIE Math support. However, we are concerned with the sustainability of student performance levels.

Below are our findings by grade and subject specific:

Data analysis/findings – Early childhood literacy:

Findings - Students in grades K-2 continue to be in need of intense basic reading skills as identified by Dibels, and Rigby Running Record Levels.

Implications for Academic Intervention Services – We realize that the early childhood grades continue to be in need of identification for students at risk of not meeting grade level benchmarks. We will continue to monitor the results with a goal of 80% of students meeting benchmarks, by June 2011.

K-2 – Will continue with the 30 minute Voices Phonics Block. This allows students to develop necessary phonemic awareness, phonics and oral reading fluency. With a goal of 80% of students meeting benchmarks in these areas.

We will continue to use the Voices Reading program published by Zaner Bloser in grades K-2. In addition, during the 37 ½ minutes time frame students in grades 3-5, will receive additional Foundations and Wilson services, as well as phonics/grammar support through the Sadlier-Oxford Workshop curriculum.

Other AIS students will be provided with 1 or more of the following services at tier 2: Foundations, Sidewalks, Gates McGinny, Head Sprouts, Reading Rescue (for our first graders), and Sound Reading.

Data analysis/findings-early childhood mathematics:

Findings – Students in grades K-2 continue to be in need of intense basic mathematical computation skills and number sense.

Implications for Academic Intervention Services – We realize that early grades need early identification for students at risk of not meeting grade level benchmarks. We will continue to monitor individual student progress through Everyday Math Unit Assessments. We will continue to implement Calendar Math which helps foster logical thinking skill. In addition we will continue to spend 30 to 90 minutes of our math block working on numbers and numeration, measurement and other weaknesses as determined by grade levels and individual class needs. We will implement real world connections which will allow the students the ability to apply learned mathematical skills, i.e. stock market game and financial planning. One of the ways to meet this goal was to create a financial planning position which will give our children the opportunity to everyday real life situations.

Data analysis/findings-early childhood Science and Social Studies:

Findings – We are using the Science Based Inquiry Method, in grades K-5 (as per Chancellor’s Initiatives), coupled with the city-wide core curriculum. We have had success with this program as evident through our state wide science scores. In 4th and 5th grade there is a solid social studies curriculum being implemented. Throughout the year the Curriculum Coach will assist all other grades in implementing the social studies curriculum that will meet city and state standards. In addition teachers will meet over the summer to assist in the development of the social studies curriculum.

Implications for Academic Intervention Services

We will continue to utilize the Science curriculum that is in place at our school. Student will be give time for inquiry and lab work. Students win grades 3-5 will continue to get additional Science support

through the school's science cluster. This will give them more opportunities to develop their science inquiry skills.

The Social Studies curriculum that has been implemented in grades 4 and 5 will continue. Teachers in grades 3-5 will be provided assistance in developing and implementing a rigorous Social Studies curriculum that meets City and State standards. We will also once again reinstate the Student Council which will be overseen by the school's dean.

Data analysis/findings – Curriculum and Instruction:

Implications for Academic Intervention Services

Although we have made, some gains, we continue to struggle maintaining the gains through the grades. This has resulted in students' not being able to maintain a level 3 or 4 as they move up in the grades. For this reason we have changed the way professional development has been done in the past. Teachers will have the opportunity of participating in different professional activities. They are as follows: Common Planning, Traditional Professional Development, Small Group Instruction (10:1), Inquiry Team Collaborative (following the NYC Children's First Intensive IQ Model).

Data analysis/findings – Professional Development:

Findings –

Some teachers will continue to receive weekly literacy and mathematics professional development from the coaches and administrators. This professional development will continue to help build content knowledge around areas of student and teacher identified needs. Most teachers have imbedded this learning into their daily plans. Master teachers will be able to select other professional activities as stated previously.

Implications for Academic Intervention Services

We will continue to focus on developing the best practices to implement the curriculum and best instructional practices in our school. There will be continued training in the various intervention programs chosen for the school. Our paraprofessionals will continue to be trained in these programs as well, as they will continue to assist students in their overall development.

1. We will train the staff in the RTI (Response To Intervention) model.
2. We will continue weekly meeting which will consist of a multi-disciplinary team (including Administrators) to help solve problems and make suggestions on how to best meet the needs of our children.
3. We will continue to select and implement research-based and research proven interventions that are matched to student's underlying needs.
4. We will continue to collect and use formative baseline data as well as continue to conduct progress monitoring of students in academic and behavioral areas. We will continue to conduct progress checks which will in turn, be discussed at our weekly RTI meetings. We will use this data to help develop the necessary interventions to help move all students.

Data analysis/findings – Student Support Service Behavior/Affective:

Implications for Academic Services (Behavior/Affective Needs) –

The school also has an Instructional Support Team that is comprised of IEP team members (e.g. social worker, psychologist, guidance counselor), and the Assistant Principal and/or Principal. The purpose of this team is to further examine the behavioral issues in the school and of specific children. This group meets weekly at a regular scheduled time. It is our intention to apply a multi-tiered approach to behavior/affective issues similar to those utilized in academic interventions. The RTI team's focus is to provide guidance and professional development to support teacher interactions in the classrooms with all students (tier 1) and those who are displaying signs of being "at risk".

SECTION V: ANNUAL SCHOOL GOALS

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

| Annual Goal | Short Description |
|--|--|
| <input type="checkbox"/> To increase the number of students performing at or above state standards through increasing the level of rigor in the instruction of literacy. By June 2011, the number of students performing at levels 3 and 4 on the NYS ELA exam will increase by 20%. By June 2011, the number of students in grades K-2 performing at or above grade level as determined by the Fountas and Pinnell Benchmark Assessments will increase by 20%. By June 2011, the number of students performing in level 1 will be reduced by 10%. | <input type="checkbox"/> We want to increase the students’ literacy achievement levels |
| <input type="checkbox"/> To increase the number students performing at or above state standards through increasing the level of rigor in mathematics instruction. <ul style="list-style-type: none"> ● By June 2011, the number of students performing at levels 3 and 4 on the NYS Math exam will increase 20% ● By June 2011, the number of students in grades K-2 performing at or above grade level as determined by the end of year EveryDay Math Assessments will increase by 20%. ● By June 2011, the number of students performing in level 1 will be reduced by 10%. | <input type="checkbox"/> We want to increase the achievement in mathematics for all learners. |
| <input type="checkbox"/> To implement a literacy curriculum that is vertically and | <input type="checkbox"/> We want to design a curriculum aligned to the Common Core Standards using the Understanding |

| | |
|--|--------------------------|
| <p>horizontally aligned to the Common Core Standards.</p> <ul style="list-style-type: none">●By June 2011, a comprehensive literacy curriculum will be developed.●By June 2011, all teachers will experience a minimum of three professional development sessions on understanding and utilizing the common core standards. | <p>by Design format.</p> |
|--|--------------------------|

SECTION VI: ACTION PLAN

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

Subject Area **ELA**
(where relevant) : _____

| | |
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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/></p> <p>To increase the number of students performing at or above state standards through increasing the level of rigor in the instruction of literacy.</p> <p>By June 2011, the number of students performing at levels 3 and 4 on the NYS ELA exam will increase by 20%.</p> <p>By June 2011, the number of students in grades K-2 performing at or above grade level as determined by the Fountas and Pinnell Benchmark Assessments will increase by 20%.</p> <p>By June 2011, the number of students performing in level 1 will be reduced by 10%.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>Teachers that have demonstrated best practices in ELA and Social Studies will solely be responsible for ELA and Social Studies instruction for two homeroom classes in grades 3-5. In addition, all teachers will use the <u>Critical Thinking Strategies Guide</u> by Mentoring Minds to incorporate the upper levels of Bloom's Taxonomy (ie. Applying, analyzing, evaluating, etc.) in all of their lessons. We will focus heavily on applying and analyzing. To accommodate the needs of teachers, professional development, common planning, and inquiry teamwork will center on teacher's needs and ensuring that critical thinking is embedded into instruction. A team of teachers, "The Early Childhood Blitz Team", will be trained in Foundations and will use the program to instruct small groups of students in kindergarten and grade one for 30 minutes a day. To increase students' vocabulary skills, they will take an initial online vocabulary test to establish a baseline. As the year progresses, teachers will use the word explorer workbook program, purchased with DINI High Needs Schools grant funding, to strengthen students' vocabulary skills. Unit tests will be tracked to monitor progress, and at the end of the year</p> |

students will retake the online test. Using the DINI High Needs grant funds, we will hire an AUSSIE ELA consultant to assist with moving instruction. The following monitoring plan will be implemented for the school year:

September –

A team of teachers will attend training for Foundations Reading Intervention program. The team will turn-key the training to the Early Childhood Blitz team. Foundations kits will be purchased via core curriculum orders and Fair Student Funding. All baseline reading and writing assessments will be administered and analyzed. Administrators and Teachers will set long and short term goals based on baseline outcomes. Fountas and Pinnell Benchmark kits will be purchased using NYSTL funds.

October - May

The blitz team will instruct their small groups using Foundations. The groups will be fluid based on student progress as determined by the teacher and/or the administration of the Foundations assessments or the Rigby Running Records. Every six weeks the students in grades two to five will be assessed using the Rigby Running Records. These results will constantly be monitored and revised to determine grouping, progress towards meeting long and short term goals, and instructional strategies. Progress is determined by the in-house benchmarks that are aligned to the new proficiency levels. Administrators will conduct formal and informal observations and walkthroughs, provide feedback, as well as conduct conversations using the following three questions as a guide:

1. How are students required to extend their learning?
2. What opportunities are students a provided to think critically?
3. What strategies are students using to access the information?

June -

Administer the end-of-year assessments and analyze progress made. Based on the analysis next year's class placements and teacher assignments will be determined.

| | |
|---|---|
| | <p>June -</p> <p>Administer the end-of-year assessments and analyze progress made. Based on the analysis next year's class placements and teacher assignments will be determined.</p> |
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/> Tax levy funds, state Restructuring funds, DINI High needs grant funding, and SWP funds are being used to support these efforts.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Agendas from all meetings • 6-week Rigby Running Record Tracking sheets • Coach logs Informal and formal observations • Blitz Team logs / roster • Student data binders • Four-quadrant analysis record • Parent – Teacher Goal sheets • Word Explorer unit tests • Bloom's Taxonomy addressed in all ELA plans • Teacher schedules / programs • Critical Thinking Strategies Guide in all classrooms • Blitz Team (AIS) student groupings • AUSSIE ELA consultant's logs • Foundation Kits • Inquiry Team notes • School-wide Professional Development Calendar |

Subject Area
(where relevant) :

Mathematics

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|--|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p><input type="checkbox"/></p> <p>To increase the number students performing at or above state standards through increasing the level of rigor in mathematics instruction.</p> <ul style="list-style-type: none">●By June 2011, the number of students performing at levels 3 and 4 on the NYS Math exam will increase 20%●By June 2011, the number of students in grades K-2 performing at or above grade level as determined by the end of year EveryDay Math Assessments will increase by 20%.●By June 2011, the number of students performing in level 1 will be reduced by 10%. |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p><input type="checkbox"/></p> <p>Teachers that have demonstrated best practices in Mathematics and Science will solely be responsible for Mathematics and Science instruction for two homeroom classes in grades 3-5. In addition, all teachers will use the <u>Critical Thinking Strategies Guide</u> by Mentoring Minds to incorporate the upper levels of Bloom's Taxonomy (ie. Applying, analyzing, evaluating, etc.) in all of their lessons. We will focus heavily on applying and analyzing. To accommodate the needs of teachers, professional development, and common planning will center on teacher's needs and ensuring that critical thinking is embedded into instruction. We will continue to work with our AUSSIE consultant, with this year's focus on strategies students' are using to solve problems. Teachers will continue to use the problem solving map that was developed out of last year's inquiry work. The following monitoring plan will be implemented for the school year:</p> <p>September –</p> <p>An initial meeting will be held with the AUSSIE consultant to establish instructional focus. All mathematics assessments will be administered and analyzed. Administrators and Teachers will set long and short term goals based on baseline outcomes.</p> <p>October - May</p> |

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| | <p>In addition to whole group instruction guided math groups will be established to facilitate progress. The groups will be fluid based on student progress as determined by the teacher and/or the unit tests. Every six weeks all students will be assessed using the Every Day Math unit tests. These results will constantly be monitored and revised to determine grouping, progress towards meeting long and short term goals, and instructional strategies. Progress is determined by the in-house benchmarks that are aligned to the new proficiency levels. Administrators will conduct formal and informal observations and walkthroughs, provide feedback, as well as conduct conversations using the following three questions as a guide:</p> <ol style="list-style-type: none"> 1. How are students required to extend their learning? 2. What opportunities are students a provided to think critically? 3. What strategies are students using to access the information? <p>June -</p> <p>Administer the end-of-year assessments and analyze progress made. Based on the analysis next year's class placements and teacher assignments will be determined.</p> |
| <p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p> | <p><input type="checkbox"/> Tax levy funds and Title I SWP funds are being will be used to support these efforts.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p><input type="checkbox"/></p> <ul style="list-style-type: none"> Agendas from all meetings 6-week progress monitoring sheets Coach logs Informal and formal observations Everyday Math Unit tests Student data binders Four-quadrant analysis record Parent – Teacher Goal sheets Teacher schedules/programs |

| | |
|--|---|
| | <p>Critical Thinking Strategies Guide in all classrooms AUSSIE Math consultant's logs Conference notes from guided Math groups School-wide Professional Development Calendar</p> |
|--|---|

Subject Area
(where relevant) : _____

| | |
|--|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p><input type="checkbox"/></p> <p>To implement a literacy curriculum that is vertically and horizontally aligned to the Common Core Standards.</p> <ul style="list-style-type: none"> ●By June 2011, a comprehensive literacy curriculum will be developed. ●By June 2011, all teachers will experience a minimum of three professional development sessions on understanding and utilizing the common core standards. |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p><input type="checkbox"/></p> <p>Using the common core standard funding supplied through the network and DINI High Needs grant funding, a small group of teachers will begin meeting in the summer of 2010 and continue through the year as funding allows to develop the literacy curriculum using the Understanding By Design format. The curriculum will be developed based on our 6-week unit cycle, embed the common core standards, differentiation of instruction for all learners, and will be shared with teachers during common planning sessions prior to the start of each unit, thereby providing opportunities for revisions. The reading curriculum will be based on the Voices by Zaner Bloser for grades K-2 and Teacher's College (TC) reading Units of Study for grades 3-5. The writing curriculum for grades K-2 is based on Teacher's College Writing Units of Study. Coach led collaborative lesson planning sessions and observation/demonstration</p> |

| | |
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| | lessons. |
| 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> | <input type="checkbox"/> Funding supplied by the network and DINI High Needs grant funds. |
| Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i> | <input type="checkbox"/> <ul style="list-style-type: none"> • Agendas from planning meetings • Teacher plans • Understanding by Design unit overview plans • Mini-lessons • Revisions of units • Informal and formal observations • PD assistance log • School-wide Professional Development Calendar |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | 1 | | 1 | 5 |
| 1 | 43 | | N/A | N/A | 14 | | 85 | 6 |
| 2 | 20 | 82 | N/A | N/A | 17 | | 9 | 5 |
| 3 | 60 | | N/A | N/A | 9 | | 12 | 1 |
| 4 | 18 | | | | 7 | | 24 | |
| 5 | 41 | | | | 14 | | 14 | 2 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Part B - Description of Academic Intervention Services

| | |
|---|---|
| <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p> |
| <p>ELA:</p> | <p><input type="checkbox"/> A push in/pull out model is used for kindergarten and grades 1-5 to deliver intervention services in literacy (Sidewalks, Foundations, Destination Success- a computer based program- Great Leaps and Wilson). Four AIS providers are assigned to work with students that have been held over and have either been identified by the teacher and/or assessments, such as Dibels, DRA, Fountas and Pinnell levels and/or state standardized exams. In addition, grade one student that perform in the lowest quartile receive one-on-one tutoring as outlined by the Reading Resuce intervention program. In addition, our LEP students receive individualized English instruction through the usage of Headsprouts, a computer based reading program.</p> |
| <p>Mathematics:</p> | <p><input type="checkbox"/> A push in model is used for kindergarten and grades 1-5 to deliver intervention services in mathematics. Math instruction utilizes the Comprehensive approach to teaching balanced math. K-2 uses Everyday Math Games and Houghton Mifflin Program Components. Grades 3-5 uses Everyday Math Games. Grades 2 and 3 uses Destination success, a computer based program.</p> |
| <p>Science:</p> | <p><input type="checkbox"/> Since we have identified teachers whose strength is science, we have been able to provide small group instruction based on pre and post teacher developed assessments. Scientific notebooking is a major part of our curriculum. It allows students to explore their curiosities and wonderings. This is then supported by an enrichment teacher that provides extra hands-on activities via the fully stocked science lab.</p> |
| <p>Social Studies:</p> | <p><input type="checkbox"/> Since we have identified teachers whose strength is social studies, we have successfully intergrated it into our reader's workshop two to three times a week. Students' progress is monitored via pre and post teacher made assessments. The expectation is for students to have completed a project at the end of a cycle.</p> |

| | |
|--|--|
| At-risk Services Provided by the Guidance Counselor: | <input type="checkbox"/> We have an extra social worker and university interns that provide these services in the form of counseling in school and out. Negotiating the different social systems, attending appointments with students and parents and following up to make sure that their efforts are followed through. |
| At-risk Services Provided by the School Psychologist: | <input type="checkbox"/> The school psychologist and social worker provide outreach and intervention to students and their families who are at experiencing social, emotional and educational difficulties. These services come in the form of counseling in and out of school. To ensure that families are following through with the recommended help and action plan we accompany families to various appointments as well as aide in the negotiating of the different social systems. The psychologist also initiate the IEP process and act as consultant on the Response to Intervention (RTI) Team. |
| At-risk Services Provided by the Social Worker: | <input type="checkbox"/> Individual and group counseling, crisis intervention and case management and referrals for families. Types of referrals include: special education, housing, health and mental health, pubic assistance adult education, etc. |
| At-risk Health-related Services: | <input type="checkbox"/> Since our population has varied physical needs, we have on staff one full time nurse, several occupational therapists, physical therapists, an adaptive physical education teacher, and speech and hearing therapists. |

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** 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, P.S. 132, in the manner 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.

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

As per CR Part 154, P.S. 132, which is a Pre-K to 5 school, follows the balanced literacy model for English as a Second Language Instruction in the two programs the school offers i.e. Transitional Bilingual Education and free standing ESL program. **Direct students in both programs receive instruction according to their proficiency level, data collected 2009-10 in the LEP and when the New York City English as a Second Language Achievement 2009-10 NYSESLAT program narrative and budget. Note: Only parts of the program will be reviewed this year for DOE and SED approval.** Both homogeneous and heterogeneous and differentiated instruction depending on the need and/or ability of the student. We target writing skills as well as reading, speaking, and listening. The goal of our ESL program is for students to acquire the language development necessary for transitioning to advanced levels of ESL proficiency and ultimately out of ESL program.

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).
 Transitional B Certificate. We have 6 ESL push-in/pull-out classes served by 1 certified ESL teacher. The program follows New York City Performance Indicators and New York State ESL Standards along with the New York State mandated hours.
 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 **Annual Title III budget** has been revised for 2010-11 (pending allocation of Title III funding). The new Title III budget is described in Section III below.
- **2 Bilingual self contained classes. One on the 2nd grade and one on the 4th grade.**
- **2 Monolingual self contained classes. One on the 1st grade and one on the 2nd grade.**
- **Section I. Student and School Information.**
- **Additional push in and pull out services.**

Grade Level(s)
The School Instructional Title III Program
K-5

P.S. 132 plans to establish two Saturday Academy Programs to support both ELL students and their parents. The Saturday Academy will offer a supplementary program for ELL students in grades 2-5 to address comprehension, reading, writing, listening, and writing skills to prepare them to pass the NYSESLAT and lessen students' test taking anxiety.

Number of Teachers: ESL Saturday Academy for adults in mid- January 2010. In this program, parents of our ELL students will learn from staff (specify) **specific teachers and educational assistants** children with their homework and school work. The Parents of **School Building Instructional Program/Professional Development Overview** two certified bilingual teachers have been selected to work with the parents for 4 hours each Saturday to help to bridge the home/school connection and proficiency gap.

Section II. Title III, Part A LEP Program Narrative
Language Instruction Program

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.

Our professional development program is implemented in six week cycles.

CYCLE I: Goals/Analysis

- School-wide
- Grade-wide
- Class
- Teacher
- Student

CYCLE II: Smart Goals

- School
- Grade
- Class
- Teacher (Santa Cruz Model)

CYCLE III: Inquiry Process

- Phase I (Data Collection)
- Differentiation of Instruction

The Remaining CYCLES: The Collaborative Inquiry Process

Week 1 - pre-assess, analyze, hypothesize, strategize, goal set

- Week 2-5 - 4 weeks of Teaching a strategy to address the identify needs
- Week 6 - Postassess, analyze, hypothesize, (re)strategize, revisit, revise goal

During Cycle I - professional development is facilitated by the ,Principal and Assistant Principals. Cycle II is facilitated by the Principal, Assistant Principals and coaches. Cycle III and all remaining cycles are facilitated by the coaches with support of the

principal, grade assistant principals and an AUSSIE consultant. Our target audience is classroom teachers and out-of-classroom teachers who include teachers of ELL students.

High quality professional development activities are aligned to New York State standards, data analysis, and student needs based on the school Report Card and the Progress Report.

For a more in-depth description, please refer to the professional development section and the school level Reflection section that refers to the ELLs.

Section III. Title III Budget

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School: 09x132

BEDS Code: 320900010132

| 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 | \$22,420 | <input type="checkbox"/> The ESL Saturday Academy is for the parents who want to be more proficient in English and the academy is mandated for students that have obtained an Intermediate or Advanced proficiency level on the NYSESLAT. The academy is supported by parent workshops conducted at PS 132 at no cost to Title III funds. Our ESL Saturday Academy includes expenditures for 3 certified bilingual and/or ESL teachers, 2 paraprofessionals and 1 supervisor. The Academy will begin on Saturday, January 16, 2010 and will run every Saturday for the next 24 weeks excluding holidays. |
| Purchased services - High quality staff and curriculum development contracts | \$19,933 | <input type="checkbox"/> <input type="checkbox"/> These funds will be used to fund the per session salaries of teachers and paraprofessionals. The itemized list is as follows: 3 teachers X 4 hours X 24 days X \$49.89 = \$14,368 |

| | | |
|---|----------|---|
| | | 2 paraprofessionals X 4hours X 24 days X \$28.98 = \$5,564 |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. | \$2,487 | <input type="checkbox"/> These funds will be used to purchase teacher guides and student NYSESLAT skills practice books. In addition, we will purchase various school supplies for our adult learners. |
| Educational Software (Object Code 199) | none | <input type="checkbox"/> none |
| Travel | none | <input type="checkbox"/> none |
| Other | none | <input type="checkbox"/> none |
| 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. Please refer to our LAP narrative in our School documents.
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. Please refer to our LAP in our school documents

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 provides small group instruction in reading with ESL teacher, guided reading. Students are enrolled in an online reading program that focuses on students' phonemic awareness. Students receive targeted reading instruction for 37.5 twice a week in small groups addressing specific reading strategies.

The school provides small group instruction in writing with ESL teacher, small group instruction in writing along with the classroom teacher. Students also receive targeted instruction for 37.5 minutes twice a week that addresses specific writing skills along with SYSELAT test preparation.

The school provides small group and individualized instruction that targets specific listening skills like finding main ideas, retelling stories, listening for details, predicting through vocabulary and note-taking. Students use multimedia tools in the computer lab to diversify their listening sources and topics according to proficiency levels.

The school provides small and group and individualized instruction focusing on targeted language and thinking skills with ESL teachers and the Adaptive Physical Education teacher. Students with Speech disorders also receive specialized speech therapy with Monolingual and Bilingual speech therapists.

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

We provide oral interpretation services by school staff and parent volunteers .

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>.

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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: | 59620 | 133204 | 192824 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 5962 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 29813 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 59626 | * | |

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

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

not applicable

* 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.

To increase parent involvement, we are instituting an initiative titled Passport to Success, that is available in Spanish and English (soon to be available in Arabic and French). The Program is a way of rewarding parents who help students learn and improve their parenting skills at the same time. Every parent will receive a Passport Booklet, and each time a parent participates in a qualifying event he/she will be eligible to receive a stamp.

Examples of qualifying events are:

- Attending Parent\Teacher Conferences
- Attend a PTA meeting
- Attend a Community Education Council meeting
- Serve as chaperone for a field trip
- Serve on a school related committee
- Participate in a parent education class
- Attend a library event with your child or student
- Attend Parent Involvement Committee meetings
- Participate in a parent workshop or class

As soon as parent receives five stamps he/she can redeem them for a variety of incentives including gift cards at local merchants, tickets for family merchants, possible scholarships for summer camp or summer enrichment activities, etc. Once parents receive 25 stamps, they qualify for the end-of-year celebration as decided by the SLT.

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.

□

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 132, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 132's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 132 will support parents and families of Title I students by:

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

PS 132's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 132 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 132 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

Section II: School-Parent Compact

PS 132, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 132 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;
- The school-wide uniform policy
- Academics being the first priority.
- Monitor their child's assignments, and sign off that all homework has been completed daily
- Ensure their child takes care of all school books and obligations during the school year.
- To attend all school conferences and other conferences requested by any member of the PS 132 school staff.
- Volunteering on a committee that involves activities for the entire school.
- To seek assistance when academic help is needed.

Student Responsibilities:

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

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.

Please refer to the needs assessment section.

2. Schoolwide reform strategies that:

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

Please refer to the needs assesment section.

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.

Please refer to the needs assessment section.

o Help provide an enriched and accelerated curriculum.

Please refer to the needs assessmetn section.

o Meet the educational needs of historically underserved populations.

Please refer to the needs assessment section.

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.

Please refer to the needs assessment section.

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

not applicable

3. Instruction by highly qualified staff.

Please refer to Part A of section 4.

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.

Please refer to the professional development section.

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

Please refer to section five.

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

Please refer to the parent involvement policy section.

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.

During the month of June, we invite our incoming pre-school children and their families to tour, visit, and meet their potential teachers. We provide families with information packets to assist them with getting ready for school.

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

During our weekly professional development sessions, teachers analyze their student data and create and implement action plans.

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.

Please refer to the academic intervention service section.

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.

Please refer to the students' in temporary housing section.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan

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

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

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

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

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
 - not applicable
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - not applicable
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;
 - not applicable

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
not applicable

c. Minimize removing children from the regular classroom during regular school hours;
not applicable

4. Coordinate with and support the regular educational program;
not applicable

5. Provide instruction by highly qualified teachers;
not applicable

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
not applicable

7. Provide strategies to increase parental involvement; and
not applicable

8. Coordinate and integrate Federal, State and local services and programs.
not applicable

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

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

NCLB / SED STATUS: Restructuring (Advanced)
 - Comprehensive **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section. Our school was identified based on ELA grades of all students. Our findings indicate that our students are struggling with phonemic awareness.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Our AIS program is geared for the most at-risk students and is implemented and evaluated on a six week cycle. We match our intervention techniques with the identified reading strand that a student is not making progress. In addition during our extra 37.5 minutes of instruction, students are tutored in the basic building blocks of the English language.

Our data also indicates that overall our students are struggling with phonemic awareness; therefore we are utilizing a computer based program that focuses on strengthening students' auditory processing skills.

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

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

We will continue to use our Title 1 funding, to help move our school. We will continue working with our students. We will continue working towards bringing in the necessary technologies in curricula that will help develop the necessary skills and strategies that our students need to succeed in life. We will continue to use this money to both focus on the academic and social skills of our students.

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

Our school continues to have three administrators (who supervise two grades each), a math coach and a teacher center coach. They continue to work with teachers weekly during professional development. In addition administrators are working with teacher's who are in need of individual interventions. This is done through demo lessons, labsites, buddy teaching and working with the AUSSIE consultant. Teacher's are also sent to outside training sessions, to complement the professional development that is provided on site. Teacher's also continue to plan and support each other.

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

We have sent letters to parents. Letters are sent each year. In addition the school's parent coordinator notifies and speaks with parents. This is also done by the PA as well.

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.)
There are 11 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population. Students are identified during registration or when parent's communicate their change in living status. Our extra social worker then works with the families and the shelters to assist them with navigating the various systems and appointments. We also assist with food and clothing.

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).
not applicable

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

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|---------------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 132 Garret A. Morgan | | | | | |
| District: | 9 | DBN: | 09X132 | School | | 320900010132 |

DEMOGRAPHICS

| | | | | | | | | | |
|----------------|-------|---|---|---|----|--|----------|---|--|
| Grades Served: | Pre-K | | 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 | 18 | 14 | 0 | | 89.8 | 90.8 | 92.2 |
| Kindergarten | 81 | 89 | 91 | | | | |
| Grade 1 | 99 | 83 | 93 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 85 | 78 | 97 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 113 | 88 | 81 | | 90.6 | 86.2 | 92.7 |
| Grade 4 | 102 | 101 | 95 | Poverty Rate - % of Enrollment: | | | |
| Grade 5 | 80 | 90 | 81 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 6 | 0 | 0 | 0 | | 89.0 | 94.1 | 94.1 |
| Grade 7 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 8 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 9 | 0 | 0 | 0 | | 19 | 43 | 39 |
| Grade 10 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | |
| Grade 11 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 12 | 0 | 0 | 0 | | 11 | 4 | 0 |
| Ungraded | 9 | 15 | 14 | | | | |
| Total | 587 | 558 | 552 | | | | |

| 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 | 90 | 83 | 73 | Principal Suspensions | 0 | 8 | 0 |
| # in Collaborative Team Teaching (CTT) Classes | 31 | 44 | 46 | Superintendent Suspensions | 3 | 6 | 0 |
| Number all others | 38 | 36 | 34 | | | | |

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 | 17 | 24 | TBD | Number of Teachers | 61 | 58 | 66 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 30 | 32 | 12 |
| # receiving ESL services only | 101 | 92 | TBD | | | | |
| # ELLs with IEPs | 9 | 64 | TBD | Number of Educational Paraprofessionals | 15 | 13 | 27 |

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

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 94.5 |
| | | | | % more than 2 years teaching in this school | 67.2 | 63.8 | 78.8 |
| | | | | % more than 5 years teaching anywhere | 65.6 | 63.8 | 69.7 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 80.0 | 81.0 | 77.3 |
| American Indian or Alaska Native | 1.2 | 1.8 | 0.7 | % core classes taught by "highly qualified" teachers | 95.8 | 100.0 | 88.9 |
| Black or African American | 43.3 | 45.3 | 44.2 | | | | |
| Hispanic or Latino | 54.5 | 51.3 | 54.2 | | | | |
| Asian or Native Hawaiian/Other Pacific | 0.2 | 0.2 | 0.2 | | | | |
| White | 0.9 | 1.3 | 0.7 | | | | |
| Male | 57.4 | 54.1 | 52.4 | | | | |
| Female | 42.6 | 45.9 | 47.6 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

| | | | | | | |
|---|----------|----------|----------|--|--|--|
| American Indian or Alaska Native | - | - | - | | | |
| Black or African American | vsh | v | | | | |
| Hispanic or Latino | X | v | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | | | | |
| White | - | - | - | | | |
| Multiracial | | | | | | |
| Students with Disabilities | X | v | | | | |
| Limited English Proficient | X | v | - | | | |
| Economically Disadvantaged | X | v | | | | |
| Student groups making | 1 | 6 | 1 | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | |
|--|------|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | NR |
| Overall Score: | 44.4 | Quality Statement Scores: | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | |
| School Environment: | 7 | Quality Statement 2: Plan and Set Goals | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | |
| School Performance: | 0.2 | Quality Statement 4: Align Capacity Building to Goals | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | |
| Student Progress: | 33.4 | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | |
| Additional Credit: | 3.8 | | | | | |

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

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

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

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

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

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|--|-------------------------------------|
| Network Cluster 534 | District 09 | School Number 132 | School Name Garrett A Morgan |
| Principal Anissa Chalmers | | Assistant Principal Danette Wiggins | |
| Coach Lashawn Jefferies | | Coach Henrietta Sirleaf | |
| Teacher/Subject Area Janet Shin/ESL Teacher | | Guidance Counselor Gerry Hemphill | |
| Teacher/Subject Area Betsy Goldberg/Teacher | | Parent Latisha Barcus | |
| Teacher/Subject Area Adrienne Moore/UFT Teacher | | Parent Coordinator Everton Wilkins | |
| Related Service Provider N. Desta | | Other Flolette Ashburne | |
| Network Leader Ben Waxman | | Other Rosemary Caban | |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 4 | Number of Certified NLA/Foreign Language Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total Number of Students in School | 550 | Total Number of ELLs | 129 | ELLs as Share of Total Student Population (%) | 23.45% |
|------------------------------------|------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

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

- 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 [\[seetool\]](#))

[kit](#).)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part II: ELL Identification Process

1. The ELL identification process starts with student registration. Parents are required to fill out the Home Language Identification Survey (HLIS) with oral interviews in English and in Spanish when needed. The Spanish interviews are conducted by Ms. L. Ortiz, a certified bilingual teacher and the school's Testing Coordinator. Ms. Janet Shin, a certified ESL teacher, screens the HLIS for students whose first language is other than English. Ms. Shin then makes sure that the information on the HLIS are complete and that the form is signed by the parent. The other than English language exposure (OTELE) code is then provided to the school secretary. The yellow copies of the HLIS are kept on file and the white copies are kept in the students' cumulative folders. The LAB-R is then administered to students whose first language is other than English within the first 10 days after registration. Students who score at or below the LAB-R scores are then designated to receive ESL or Bilingual instruction according to the parents' selection.

After the LAB-R testing, parents are sent letters. The letters invite parents to attend an orientation meeting where translation in their native language is provided. During the meeting, parents are shown the orientation video and an open discussion about program selections follow. The discussion includes an in depth explanation of each of the following programs: a Dual Language (DL) Program, a Transitional Bilingual Education (TBE) Program, and an ESL program.

The steps taken annually to evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are:

- Review the Bilingual Education Student Information Survey (BESIS) to determine a student's eligibility to take the NYSESLAT.
- NYSESLAT is administered either individually or in a group according to the modality – speaking, listening, or writing – being tested.
- Proficiency levels are determined when the NYSESLAT is scored and the results are reported.

2. The structures that are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual Program, Dual Language, and ESL) after viewing the orientation video are:

Process and Outreach

Entitlement letters are sent to the parents informing them of their child's ELL status and information regarding the Parent Orientation Meeting. During our orientation sessions, parent surveys and program selection forms are distributed, completed, returned, and filed by Ms. Shin, certified ESL teacher. If the parents do not attend, they are contacted by the parent coordinator. If parents fail to respond, the student is placed in either a free standing ESL program where they will receive push-in/pull-out services from a certified ESL instructor.

Timeline

Entitlement letters are sent to parents within the first ten days of school with a date and time for the parent orientation meeting. If the parent(s) do not attend the orientation meeting, the parent coordinator contacts them the day of the meeting. If necessary, a second meeting is scheduled. This process is completed by the second week of school and documentation is kept on file.

3. Entitlement letters and the Parent Selection are sent out to parents to inform them with their child ELL status. Parents sign the letters and send them back to school. If a parent chooses a program that is not offered at PS 132, we provide them with information on schools that offer their program choice.

In case a form is not returned, or if a parent misses the orientation, a second letter is mailed to the parent to reschedule another orientation session. If the parent does not respond, the student is then placed in an ESL program, as PS 132 does not offer a Transitional Bilingual Education Program or a Dual Language Program.

The pedagogue who is responsible for conducting the initial screening and administering the HLIS and LAB-R is Janet Shin, certified ESL teacher.

4. The criteria used to place identified ELL students in bilingual or an ESL instructional program is based on student LAB-R scores. The procedure is to cluster ELL students in the same class on the same grade with a licensed common branch teacher that has demonstrated best teaching practices as well as a record of their students' achievement data falling on the higher level of the learning

continuum. The students are then grouped according to proficiency levels and receive push-in/pull-out services via a certified ESL teacher. Parent meetings are conducted in the parents' native language by the parent coordinator. They also receive letters in their native language explaining our instructional strategies.

5. After reviewing the Parent Survey and Program Selection forms over the past a few years, 90% of parents have requested that their



| | | | | | | | | | | |
|---------------|------|----|-----|----|----|----|----|----|----|------|
| TBE | □21 | □0 | □19 | □2 | □0 | □2 | □0 | □0 | □0 | □23 |
| Dual Language | □0 | □0 | □0 | □0 | □0 | □0 | □0 | □0 | □0 | □0 |
| ESL | □104 | □0 | □39 | □2 | □0 | □2 | □0 | □0 | □0 | □106 |
| Total | □125 | □0 | □58 | □4 | □0 | □4 | □0 | □0 | □0 | □129 |

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 | | | 3 | 7 | 6 | 7 | | | | | | | | 23 |
| 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 | 0 | 3 | 7 | 6 | 7 | 0 | 23 |

| 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 |

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 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 | 14 | 11 | 20 | 12 | 12 | 13 | | | | | | | | 82 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | 1 | | | | | | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | 1 | 1 | | | | 1 | | | | | | | | 3 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 2 | 6 | 7 | 4 | 4 | 1 | | | | | | | | 24 |
| TOTAL | 17 | 18 | 27 | 17 | 16 | 15 | 0 | 110 |

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.

1a. The organizational models of PS 132 are the push-in ESL and the transitional bilingual for students with special needs.

1b. In the transitional bilingual program for students with special needs, instruction is provided in both the native language and in English. Instruction is provided according to the IEP mandates. These classes are bridged between two grades and are heterogeneously grouped. In the ESL push-in program, the ESL teacher works with the classroom teacher to provide ESL instruction using ESL methodologies and data. The students are provided ESL services in accordance CR Part 154 mandates.

2. We ensure that explicit ESL, ELA, and Native Language Arts (NLA) instructional minutes are delivered to our heterogeneous cohorts in each program model as per CR part 154 by using a large group push-in instructional approach.

a) Monday through Thursday mornings for 37.5 minutes, students are engaged in small group tutorial sessions. The ELL students that have obtained a beginner or intermediate proficiency level receive 360 minutes of weekly instruction. The students that have obtained an advanced proficiency level receive 180 minutes of weekly instruction. ESL methodologies are incorporated in all content areas. In addition, various differentiated instruction (DI) techniques are integrated to promote optimal achievement. These techniques are combined with the use of visual aids and the use of Total Physical Response (TPR) techniques to support language acquisition.

4) Our ELL instructional program is designed to meet the needs of our subgroups based on proficiency levels, running record reading levels, standardized test scores, interim and teacher made assessments, conferencing, kid watching, interests, behavioral needs, and academic ability. This data is triangulated to determine the best possible grouping for students as well as set instructional learning targets. Every six weeks the data is reviewed and asses to determine where students are in relation to meeting their learning target. Depending on the outcome the learning targets are maintained, tweaked, or revised.

a) Although we do not currently have SIFE students, we have a highly motivate instructional team that is trained in the School's Attuned Approach that provides multiple data from a varied of sources that will assist with designing a targeted instruction program.

b) When registered students are categorized as newcomers and parents choose our ESL program, the students receive their instruction from highly qualified teachers through total immersion with ESL support. These students become a part of a heterogeneous cohort based on their grade and then grouped according to varied proficiency levels. Kindergarten through second grade teachers follow the Zaner-Bloser Voices reading curriculum and Teacher's College (TC) writing curriculum. Grade 3-5 teachers follow the TC reading and writing curriculum. All teachers follow the Everyday Mathematics (EDM), the New York City science, social studies, and art curriculum. Beginning in January 2010, continued language acquisition support for our early childhood learners will be received through our partnership with Learning Through an Expanded Arts Program (LEAP), an organization that teaches literacy through various art genres. Students also receive additional exposure to the format and the content of the NYSESLAT.

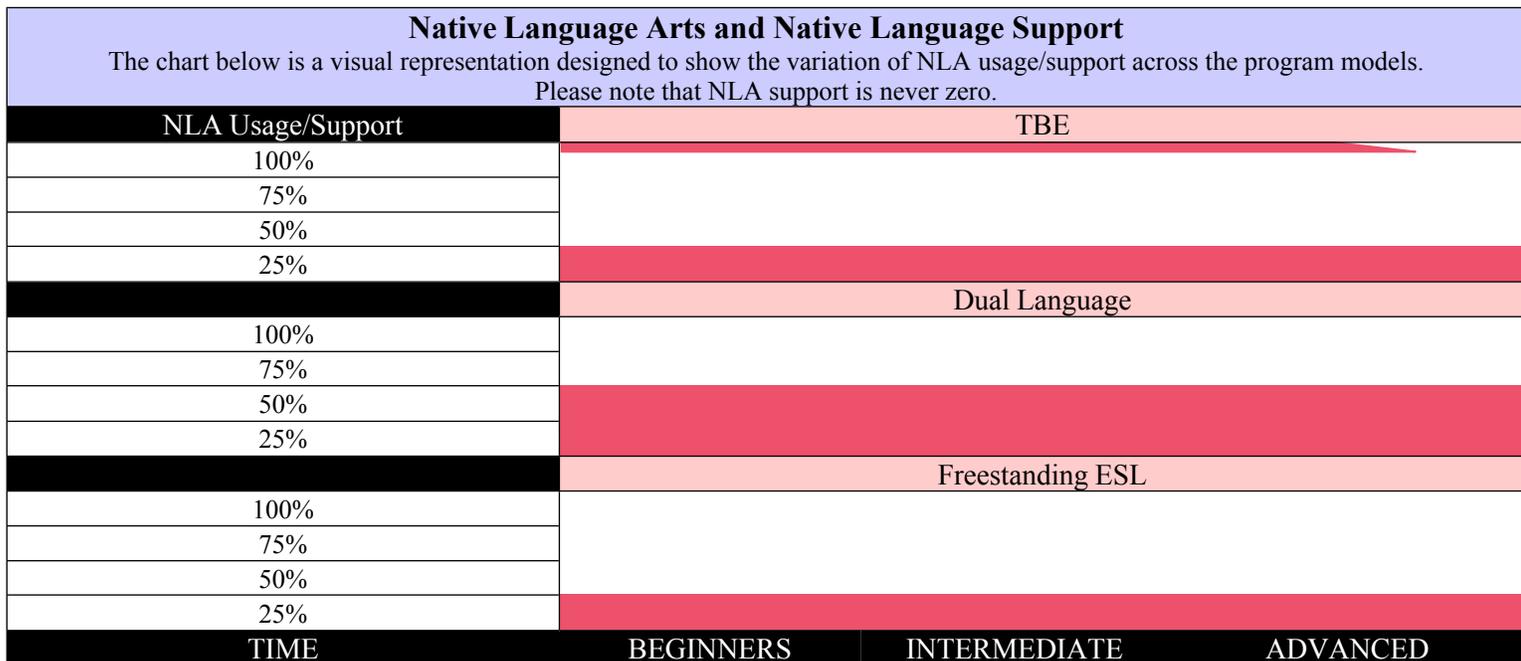
c) In addition to the aforementioned instructional plan, ELLs receiving service for 4-6 years continue to receive ESL and bilingual instruction that is specifically geared to their needs and abilities based on the data. They continue to receive push-in/pull-out services with a focus on lessening test anxiety and mastering the NYSESLAT content.

d) In addition to the aforementioned instructional plan, our long term ELLs for 6 years continue to receive ESL and bilingual instruction that is specifically geared to their needs and abilities based on the data. They continue to receive push-in/pull-out services with a focus on lessening test anxiety and mastering the NYSESLAT content.

e) The ELLs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). Those students that do not have an IEP, are reviewed by the Instructional Support Team (IST) where an educational action plan is developed based on age, grade, and proficiency levels. The action plans are reviewed every 2-4 weeks to determine its success and to create any necessary revisions. Bilingual counseling and speech therapy are among some of the services we provide.

| 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. Instruction is delivered for ELLs in English Language Arts (ELA) via a balanced literacy model. Reader's workshop, guided reading using differentiated instructional strategies, and writer's workshop are included in this block. Our intervention services include:

- A) Headsprouts - a computer based generated reading program that adapts to the level of the ELL student.
- B) Sounds Reading Solution - a computer program that specifically targets and develops students' auditory processing skills
- C) Riverdeep – an ELA and math interactive web based computer generated program that adapts to the child's academic level. Since it is web based, students may access the program anywhere in the world.
- D) Academic Intervention Service (AIS) – using a pull-out model skilled instructors provide extra instruction in ELA and mathematics to our most struggling ELL students.
- E) Wilson/Fundations – a one to one and small group reading program that targets struggling readers, used by AIS instructors to support reading deficiencies

We select and implement proven research based interventions that are matched to students' underlying needs. We collect formative baseline, mid-year, and end-of-year data to ensure we are on track with meeting our long-term goals. Our interim assessments are administered, analyzed, and discussed every four to six weeks during our weekly collaborative learning meetings. We also provide extra help with syntax and grammar usage during our morning tutorial block for 37.5 minutes.

6. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is that students will continue to be heterogeneously clustered as an ELL cohort on each grade with licensed common branch teachers that have demonstrated best teaching practices as well as have a high rate of success with ELL students. The cohorts allow students to continue to receive uninterrupted access to all aforementioned school intervention programs in all core subject areas. Each classroom is equipped with either two computers and/or a smartboard to provide continued access to modern technology and provide other avenues of delivering instruction. Each cohort continues to receive testing modifications and push-in/pull-out services from the certified ESL and a bilingual speech teacher to support the rapid transition from their native language to standard English. These services are designed to meet the needs of the child's proficiency level, grade and age.

7. Next year we will continue to fully expand our computer based auditory processing program- Sounds Reading Solution, Rosetta Stone and the Waterford Reading Program to support our ELLs. The purpose of this is to strengthen students' language acquisition. As we continue to expose students to all curriculums, they will engage in cross curricular reading programs daily.

8. Since our large and growing population of ELLs has not fully obtained proficiency, we are not considering discontinuance because we

want to sustain the progress we have made while we work towards 100% proficiency.

9. Because our cohorts are integrated within the general education population, they are afforded equal access to all school programs, which include but are not limited to our academic curriculum, social activities, as well as extra - curricular activities. As previously stated, our ELLs receive extra support through LEAP, from our AIS providers, Ready Set Learn (RSL) and Edison Learning– community based organizations that will provide weekly after-school extra curricula activities, a school based Saturday ESL Academy for ELLs and their parents. The Saturday Academy offer supplementary programs for ELL students in grade 2-5 to address comprehension, reading, writing, listening, and speaking skills to prepare them to pass the NYSESLAT and lessen students' test anxiety. Parents of our ELL students learn how to become more proficient in English so they can help their children with their homework and school work.

10. The instructional materials used to support our ELLs and ELL subgroups are as follows:

Reading

- Zaner Bloser's Voices Curriculum
- TC Units of Study
- Headsprouts
- Riverdeep
- Sound Reading Solutions
- Waterford
- Foundations/Wilson
- Rosetta Stone

Math

- EDM
- Riverdeep

Writing

- 6 Traits of Writing
- TC Units of Study

Science

- NYC Approved Standards Curriculum
- Recycling-Project based
- FOSS

Social Studies

- NYC Approved Standards Curriculum
- Houghton Mifflin

Technology

- SmartBoards
- ELMO projectors
- Laptop Carts
- HeadSprouts computer software for ELA
- RiverDeep Computer software for ELA & Math
- Sounds in Action for ELA
- Waterford Computer software
- Rosetta Stone Computer software

Additional support materials include NYSESLAT skills practice books and CDs, audio/visual aids and center based activities to enrich language acquisition.

11. Native language instructional support per program is delivered in the following manner:

1. TBE – Begins with a 100% native language instruction, progressively transitions to a 75/25.
2. ESL – Our cohorts receive push-in instruction using ESL methodologies and native language support that provides them with greater

access to their current classroom instruction.

12. The ELLs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). Those students that do not have an IEP are reviewed by the Response to Intervention Team (RTI), where an educational action plan is developed based on age, grade, and proficiency levels. The action plans are reviewed every 2-4 weeks to determine its success and to create

any necessary revisions. Bilingual counseling and speech therapy are among some of the services we provide.

13. Newly enrolled ELL students are assisted before the beginning of the school year through Back to School orientation, Open House, and a welcome breakfast.

14. We do not have a Dual Language program; therefore, this section is not applicable.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. The professional development plan for all ELL personnel in PS 132 is as follows. It is facilitated by the principal, assistant principals, coaches and AUSSIE consultants. High quality professional development activities are aligned to New York State Standards, data analysis and student needs based on the school report card and progress report. The teachers meet once a week for one period to identify and implement reading and writing strategies for ELLs. During the sessions, student data are analyzed and action plans are created.
 2. To complement the weekly in-house workshops, staff attends outside professional development with BETAC and/or at other schools. We have restructured the way that we design our professional development so that it best meets the needs of our teachers and our growing population of ELLs.
 3. As we move forward the structure will incorporate the chancellor full staff development days that occur before the start of school and twice during the school year since it will afford us the opportunity to engage non-certified staff in the 7.5 hours of ELL training. The days before school will be an 1.5 hour overview of ELL compliance, programming, and instructional delivery. The remaining 6 hours will

be spent on content area training, including district and state training. We have a list of all staff and their training hours. We ensure that all staff received the minimum number of hours; we keep accurate attendance logs/sheets.

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. Our parents, especially those of our ELL population, are vital component to our students' success; therefore, we have designed activities to meet their needs based on informal and formal conversations conducted by various members of the administration and the parent coordinator as well as parent surveys distributed and collected by the School Leadership Team (SLT). The programs include but are not limited to the following:
 - Saturday ESL Academy for adult learners instructed by a certified ESL and/or Bilingual teacher.
 - Learning Leaders – A volunteering training program that equips and empowers parents on how to partner and assist the school and

their child with his/her learning. When parents successful complete the program, they are able to volunteer in their child's school. This allows them to become more familiar with the curriculum.

- Monthly Parent Workshops are conducted to enhance parenting and academic skills knowledge, as well as health issues.

- Achievement Reporting Information System (ARIS) Parent Link training so parents may have 24 hour access to their child's progress.
- To increase attendance at our meetings we use translation boxes that allow our parents that speak other languages to participate.
- Supplemental educational services that align with our daily instructional program are provided by Edison Schools, Test Quest, a one-on-one at home tutoring service,

2. All of the aforementioned activities are birthed out of the understanding that achievement is a home-school partnership and as a result of this understanding we will continue to offer our Saturday ESL parent academy, parent workshops, incorporate workshops that include information on food and nutrition, self-development, and ways to understand how to help their children with their homework.

3. The needs of our parents are evaluated in various ways; we have a Q&A session following our orientation meeting; needs survey; parent feedback during Parent Teacher conferences; parent coordinator outreach; and informal talks during Saturday ESL academy.

4. Parental involvement activities address the needs of the parents because they are based on feedback from workshops, parent surveys, and informal conversations with parents. We also have a congenial relationship with the Parent Association.

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) | 7 | 11 | 10 | 9 | 7 | 4 | | | | | | | | 48 |
| Intermediate(I) | 0 | 2 | 13 | 11 | 4 | 13 | | | | | | | | 43 |
| Advanced (A) | 10 | 4 | 4 | 5 | 11 | 4 | | | | | | | | 38 |
| Total | 17 | 17 | 27 | 25 | 22 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 129 |

| 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 | 0 | 0 | 1 | | | | | | | |
| | I | | 2 | 4 | 3 | 4 | 3 | | | | | | | |
| | A | 1 | 5 | 8 | 12 | 12 | 12 | | | | | | | |
| | P | 1 | 8 | 11 | 8 | 6 | 5 | | | | | | | |
| READING/ WRITING | B | 3 | 11 | 7 | 7 | 7 | 4 | | | | | | | |
| | I | 0 | 2 | 13 | 11 | 4 | 13 | | | | | | | |
| | A | 0 | 3 | 3 | 5 | 10 | 4 | | | | | | | |
| | P | 0 | 0 | 1 | 0 | 1 | 0 | | | | | | | |

| NYSELA | | | | | |
|--------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| | | | | | |

| | | | | | |
|---|----|---|---|--|----|
| 3 | 9 | 0 | 0 | | 9 |
| 4 | 15 | 6 | 1 | | 22 |
| 5 | 12 | 6 | 0 | | 18 |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 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 | 6 | | 3 | | 0 | | | | 9 |
| 4 | 9 | | 12 | | 1 | | | | 22 |
| 5 | 7 | | 10 | | 1 | | | | 18 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | 7 | 11 | 2 | 0 | | | | |
| 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. PS 132 implements a variety of assessment tools to assess the early literacy skills of our English language learners. The

and listening. The achievement patterns learned from the previously mentioned assessment tools and periodic assessments in the early grades dictates that the emphasis should be on building a stronger foundation with phonemic awareness and decoding. The data indicates that many of our ELL students struggle with blending and segmenting.

3. Patterns across NYSESLAT modalities affect instructional decisions in that all teachers differentiate their instruction at their zone of proximal development. The school initiated online early reading programs and reading intervention programs to help our students with their reading skills. The school aims at moving our ELL students to perform at par with their native speaking peers.

4.

a) The patterns across grades indicate that students are struggling writers. Students struggle with clearly communicating their thoughts so that it makes sense to the reader. The students that were tested in English juxtaposed to their native language fared equally.

b) The school leadership and teachers are using the results by analyzing the data and implementing strategies in the classroom by that support ELLs. These patterns have also prompted us to continue to cluster our ELLs in grades K-5 and create free-standing ESL classes.

c) The school community is learning that ELLs need more support in reading and writing in English. The native language instruction is used in bilingual classes. Students are also provided with books, visuals, and peer tutoring in their native language.

5. Not applicable

6. We evaluate the success of the program for ELLs by summative and formative assessments in content areas and Saturday

Academy.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

| | | | |
|--|---------------------|--|--|
| | Principal | | |
| | Assistant Principal | | |

| | | | |
|--|----------------------|--|--|
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

DBN: 09X132

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: | 59620 | 133204 | 192824 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 5962 | | |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 29813 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 59626 | * | |

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.
 not applicable

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

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

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

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

To increase parent involvement, we are instituting an initiative titled Passport to Success, that is available in Spanish and English (soon to be available in Arabic and French). The Program is a way of rewarding parents who help students learn and improve their parenting skills at the same time. Every parent will receive a Passport Booklet, and each time a parent participates in a qualifying event he/she will be eligible to receive a stamp.

Examples of qualifying events are:

- Attending Parent\Teacher Conferences
- Attend a PTA meeting
- Attend a Community Education Council meeting
- Serve as chaperone for a field trip
- Serve on a school related committee
- Participate in a parent education class
- Attend a library event with your child or student
- Attend Parent Involvement Committee meetings
- Participate in a parent workshop or class

As soon as parent receives five stamps he\she can redeem them for a variety of incentives including gift cards at local merchants, tickets for family merchants, possible scholarships for summer camp or summer enrichment activities, etc. Once parents receive 25 stamps, they qualify for the end-of-year celebration as decided by the SLT.

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.

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 132, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 132's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 132 will support parents and families of Title I students by:

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

PS 132's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 132 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 132 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

Section II: School-Parent Compact

PS 132, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 132 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;
- The school-wide uniform policy
- Academics being the first priority.
- Monitor their child's assignments, and sign off that all homework has been completed daily
- Ensure their child takes care of all school books and obligations during the school year.
- To attend all school conferences and other conferences requested by any member of the PS 132 school staff.
- Volunteering on a committee that involves activities for the entire school.
- To seek assistance when academic help is needed.

Student Responsibilities:

- attend school regularly and arrive on time;

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

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.

Please refer to the needs assessment section.

2. Schoolwide reform strategies that:

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

Please refer to the needs assessment section.

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.
Please refer to the needs assessment section.

o Help provide an enriched and accelerated curriculum.
Please refer to the needs assessment section.

o Meet the educational needs of historically underserved populations.
Please refer to the needs assessment section.

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.
Please refer to the needs assessment section.

- o Are consistent with and are designed to implement State and local improvement, if any.
not applicable

3. Instruction by highly qualified staff.
Please refer to Part A of section 4.

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.
Please refer to the professional development section.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Please refer to section five.

6. Strategies to increase parental involvement through means such as family literacy services.
Please refer to the parent involvement policy section.

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.

During the month of June, we invite our incoming pre-school children and their families to tour, visit, and meet their potential teachers. We provide families with information packets to assist them with getting ready for school.

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

During our weekly professional development sessions, teachers analyze their student data and create and implement action plans.

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.

Please refer to the academic intervention service section.

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.

Please refer to the students' in temporary housing section.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent

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

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

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓) | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i> | Check (✓) in the the school has each program w Indicate page n program activity |
|-------------------------|--|---|----|-----|--|---|
| | | Yes | No | N/A | | |
| Title I, Part A (Basic) | Federal | ✓ | | | 596,260 | X |

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
 - **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

| | | | | | | |
|------------------------|---------|---|--|---|-----------|---|
| Title I, Part A (ARRA) | Federal | √ | | | 133,204 | X |
| Title II, Part A | Federal | √ | | | 134,521 | X |
| Title III, Part A | Federal | √ | | | 20,880 | X |
| Title IV | Federal | | | x | 0 | |
| IDEA | Federal | | | x | 0 | |
| Tax Levy | Local | √ | | | 2,648,318 | x |

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

are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
not applicable
2. Ensure that planning for students served under this program is incorporated into existing school planning.
not applicable
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;
not applicable
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
not applicable
 - c. Minimize removing children from the regular classroom during regular school hours;
not applicable
4. Coordinate with and support the regular educational program;
not applicable
5. Provide instruction by highly qualified teachers;
not applicable
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
not applicable
7. Provide strategies to increase parental involvement; and
not applicable
8. Coordinate and integrate Federal, State and local services and programs.
not applicable