



**BAYCHESTER ACADEMY  
PS 169**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 11BX169**

**ADDRESS: 3500 EDSON AVENUE, BRONX, NEW YORK 10466**

**TELEPHONE: 718 325-1138**

**FAX: 718 325-1558**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 169x      **SCHOOL NAME:** Baychester Academy

**SCHOOL ADDRESS:** 3500 Edson Avenue, Bronx, New York 10466

**SCHOOL TELEPHONE:** 718-325-1138      **FAX:** 718-325-1558

**SCHOOL CONTACT PERSON:** Cristine Vaughan      **EMAIL ADDRESS:** CVaugh2@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Susan McCarthy

**PRINCIPAL:** Cristine Vaughan

**UFT CHAPTER LEADER:** Kendra Prince

**PARENTS' ASSOCIATION PRESIDENT:** Steve Miller

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11      **CHILDREN FIRST NETWORK (CFN):** 609

**NETWORK LEADER:** Elmer Myers

**SUPERINTENDENT:** Elizabeth White

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Cristine Vaughan	*Principal or Designee	
Kendra Prince	*UFT Chapter Chairperson or Designee	
Steve Miller	*PA/PTA President or Designated Co-President	
Cloyette Eversly-Holder	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ken Peterson	Assistant Principal	
Lauren Suraci	Member/Teacher	
Aaron Vail	Member/Technology Teacher	
Tonya Arnold	Member/Social Worker	
Susan McCarthy	Member/Literacy Teacher	
Brenda Dunlap	Member/Parent Liaison	
Dorothy Netty Addo	Member/Parent Liaison	
Ann McKay	Member/Parent Liaison	
Catherine Netty-Tamakloe	Member/Parent Liaison	

\* 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.

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### **Narrative Description**

PS 169X, also known as Baychester Academy, The School of Great Expectations, is located in the northeast section of The Bronx. We currently are home to grades Pre-K to Grade 2. We strive to create *home school connections* and make each and every parent an integral part of our school community. Our web-site ([www.baychesteracademy.org](http://www.baychesteracademy.org)) is designed to connect with and inform parents of the most current events, homework, and school activities that affect their child. Monthly *Parenting Workshops* are offered by our social worker to address the needs of our parents. Baychester Academy serves as a cornerstone of the community for many of our students and their families. Our high expectations continue to guide us toward our goals.

Our goal is to elevate student achievement beyond the ordinary to extraordinary by personalizing each student's goals across the curriculum. *High expectations, solid pedagogy and a personalized plan* for each student will lead to dramatic performance results. Our mission is to provide each student with an academically rigorous curriculum and encourage students to be critical thinkers as well as problem solvers. These tools will give the children the ability to communicate effectively. Through reading, math and the other curriculum areas, we want our students to gain an understanding of the world around them as well as an understanding of themselves.

We strive to achieve a high level of academic achievement for all of our students. Teachers consistently use assessments and data to inform instruction and differentiate the instruction for those in need of more support. *Differentiated Professional Development* is a vehicle which will help us achieve high levels of student achievement for every child. Throughout the year we are receiving professional development from Teachers College as part of our Reading and Writing Project Partnership. Through this partnership the staff is participating in conferences, institutes, leadership groups and on-site training directly in the classroom to tailor the on-going needs of our staff and students. Daily *Technology*, a central vehicle of engagement, is providing our students (general ed, ELL, special ed and gifted and talented) with 21<sup>st</sup> Century Skills. Technology will allow our students to be able to acquire information, analyze ideas and demonstrate content understandings across the subject areas.

In our efforts to educate the whole child and expand beyond the traditional definitions of teaching, we have formed a partnership with *ETM (Education Through Music)* and *30 MAD*. The children in grades Pre-K through grade 2 receive an instructional music program on a daily basis. *Music* as part of the school day was chosen in order to enhance students' academic performance and overall development.

*30 MAD*, a leading health and fitness program, provides 30 Minutes a Day of physical activity to our students. Students are actively engaged in fun and planned activities during recess. Through these partnerships it is our goal to stimulate the minds of our students and foster cooperation. Reaching children through individual styles of learning will make a difference.

#### Patterns and Trends

##### ELA

- 77% of the students showed at least one year of progress in reading.
- About 80% of Kindergarteners were reading at or above grade level.
- About 70% of First graders were reading at or above grade level.

##### MATH

- 76% of the students showed at least one year of progress in math.
- About 80% of Kindergarteners were at or above grade level.
- About 70% of First graders were at or above grade level.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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 type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Special Education Enrollment:</b>					
Total				(As of October 31)	2007-08	2008-09	2009-10		
				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
<b>Special Education Enrollment:</b>				(As of June 30)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10						
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*  
 \*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 \*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **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 school's 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?
- 

### **Practices that contribute to increased student achievement are:**

- A positive school community, tone and individual self-esteem is promoted by our BA R.O.C.K.S. (P.B.I.S.) behavior management system. Eagle tickets for individual, as well as class efforts, are distributed throughout the day—lunchroom, classroom, and hallways. All staff members are encouraged to look for positive behaviors and give recognition for these behaviors. School assemblies take place each month to celebrate and acknowledge individuals as well as classes. Individuals collecting 100 Eagle tickets have a special lunch with the Principal.
- Parents Teachers Association conducts monthly meetings. There is an increase in attendance of parents from last school year to this school year.
- Parent workshops include Family Math Game night and Family Literacy night. Attendance at fall workshop (2010) showed an increase of participants from last year.
- Back to School Night (Fall)-parents meet the teachers and familiarize themselves with the grade requirements and programs.
- Pre-K and K parent orientation takes place before the start of the school year.
- Each new teacher is assigned a mentor. Regular meetings to discuss best practices are scheduled twice per week.
- Faculty conferences (monthly), and weekly grade meetings, which focus on professional development and articulation (specific to needs of the grade) take place.
- Interclass visitations are scheduled for teachers that need specific support.
- Announcement board disseminates daily information for the staff.
- Summer retreat takes place prior to the new school year for all teachers.
- Child Study Team consisting of Principal, Assistant Principal, Special Education Teacher, School Nurse, AIS Provider, Social Worker and classroom teacher, as needed, meets twice per month to discuss academic and behavioral issues that are affecting students struggling to make adequate progress. Strategies are put in place to assist these students. After 6 weeks

there is an informal observation of these students and there is an assessment of their progress.

- Academic Intervention in both Literacy and Math is provided on a push in basis to support students at risk.
- In order to educate the whole child, we have a full time music teacher servicing grades Pre-K K, 1 and 2 .
- 21<sup>st</sup> Century Critical Intelligence Clubs twice a month engage students in hands on learning to promote higher level thinking skills.

**PS 169 is still growing. The school environment is highly conducive for learning for the students, parents and teachers. Collaboration and sharing of best practices is evident.**

The greatest accomplishments over the past 2 years are:

- **Data Dashboard-** provides teachers with current data such as running records, reading and math assessments are stored. This data is broken down by class and by whole school. Contains graphs and charts and is used to examine trends of the whole school, a grade and a cohort of students.  
This dashboard includes **Google docs** where we input and share past and current assessment data both in literacy and math from year to year. Individual as well as class needs can be easily accessed by the classroom teacher, AIS providers, Child Study Team and Inquiry Team. This tool is used to prepare and plan for small groups and individual instructional plans.
- **Baychester Academy** website communication portal to share upcoming parent involvement events as well as curriculum updates.
- **Imagine Learning**-an intervention program that supports the NYC Phase 1 special education pilot. This program is used as an intervention for struggling students in the area of ELA. The implementation of **Great Leaps** as a focused remediation in reading for struggling students.
- **Professional Development** –a. Teacher’s College partnership for the 2010-2011 school year has been established. A Teacher’s College Staff Developer comes to the school every Friday and meets with each grade to provide onsite mentoring. Teachers also attend workshops and conferences at Teacher’s College throughout the year.  
b. Math Coach supports teachers with best practices in math, planning and differentiating instruction for all students. Also provides AIS for at risk students.
- Learning walks by the Principal and Assistant Principal as well as support staff provides opportunities to observe and reflect on best teaching practices and provide teachers with feedback.
- **Child Study Team** actively monitors progress of struggling students, and suggests a variety of interventions before any child is referred for special education services.
- The implementation of **Great Leaps** as a focused remediation in reading for struggling students.
- **R.O.C.K.S. - P.B.I.S. Program( refer to page 17 in Action Plan)**
- **Daily Common Planning** time so that teachers can work collaboratively.
- Additional Smart boards-\$281,000 **technology grant** provided by Bronx Borough President to enhance technology in every classroom. Workshops held to train and support teachers in using this technology.
- Computer carts with laptops for teachers to use in their classrooms are available on each floor.

- **Ticket to Read Technology Program** -used to bridge home and school by providing phonics and reading skills throughout the school year at home
- **Mental Health at risk services**- At- risk Social worker promotes character education with each class and provides students with at –risk support This includes parent involvement.
- **Education Through Music** - *Music* as part of every school day was chosen in order to enhance students’ academic performance and overall development

**The most significant aids to the school’s continuous improvement are as follows:**

- The School Leadership Team is effective in reaching out to the school community for input and feedback regarding school programs and issues.
- Ongoing professional development in reading and math.
- Parent involvement and support on all levels
- Opportunities for the staff to share best practices and provide suggestions for using data to plan instruction. Collaboration and teamwork on each grade level is evident daily.
- Academic Intervention Support staff for struggling students
- The staff is provided with the resources necessary to be effective in the classroom.
- Child study team tailors interventions for struggling students and monitors progress on a timely basis.
- Integration of technology into all curriculum areas to enhance learning.
- P.B.I.S.-a program that promotes a positive school community and individual self esteem.
- Paraprofessional staff that are trained, motivated and invested in the Baychester Academy goals.

**The most significant barriers to the school’s continuous improvement are as follows:**

- Pre-K is an unzoned grade. Students attending our school out of their zone will not remain in our school for kindergarten. Entering students who were not in our Pre-K showed gaps in knowledge needed for success as a K student.
- Lack of oral language skills of our incoming students.
- How to increase and maintain parent involvement throughout the entire school year.
- Increasing each *classroom* library by 2,000 books.
- Increasing the *school* library by 25,000 books.



## 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.

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### **#1 Increase parent involvement in our school**

- During the 2009–2010 school year 10% of our parents attended PTA meetings. During the 2010-2011 school year 25% of our parents will attend all PTA meetings and parent workshops.

### **#2 To continue to implement, enhance and support PBIS, a school wide program for improving decision making that promotes improved academic and behavioral outcomes for students**

- Increase by 20% the number of students who earn 100 R.O.C.K.S. tickets by June.

### **# 3 Implement the Reading and Writing TC Units of Study by all classes with an emphasis on the Reading and Writing Workshop Model**

- Last year 72% of students made one year progress. During the 2010-2011 school year 75% of our students in grade K, 1 and 2 will attain one year progress based on TC benchmark data.

### **#4 To provide an effective, assessment driven, standards based mathematics curriculum (Everyday Math) in grades Pre-K -2 utilizing best practices to promote one year's progress in math**

- Improve the percent of students showing one year progress by 5%.

### **#5 Implementation of New Core Standards in grades Pre K – 2**

- 100% of teachers will work towards integrating the CORE standards into their reading and writing workshop.

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Increase parent involvement in our school.</b></p> <ul style="list-style-type: none"> <li>• During the 2009-2010 school year 10% of our parents attended PTA meetings. During the 2010-2011 school year 25% of our parents will attend all PTA meetings and parent workshops.</li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Invite parents to monthly classroom events (i.e. publishing party, math games, science fair, etc.)</li> <li>• Implement Learning Leaders volunteer program</li> <li>• Offer curriculum and homework workshops</li> <li>• Technology use and safety workshops</li> <li>• Continue to build on and expand school website as communication resource</li> <li>• Implement regular school news bulletin or principal’s letter</li> <li>• Utilize incentives to encourage PTA attendance (i.e. student performances, raffles, etc.)</li> <li>• Expand recognition ceremonies to include both student academic and non-academic performance; invite parents/guardians to attend</li> <li>• Quarterly principal breakfasts with administration, teachers, and parents</li> <li>• Excite parents with ETM music concerts during PTA meetings</li> <li>• Increase amount and frequency of Parent Workshops offered</li> <li>• Provide professional development to staff in improving homes-school connections</li> <li>• Create and share a year long parent calendar of events in September</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with 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>	

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Monitor attendance rates monthly at PTA meetings, school events, and parent involvement workshops
- Review return rate and results of School Environment Survey

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to implement, enhance and support PBIS(Positive Behavioral Interventions and Supports), a school-wide program for improving decision making that promotes improved academic and behavioral outcomes for students</p> <p>Increase by 20% the number of students who earn 100 R.O.C.K.S tickets by June.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Promote positive behavior through reward system in all grades and classes</li> <li>• Provide skills for good choices and character development through character education classes for students throughout the school year September 2010 to June 2011.</li> <li>• Modify the expectation grid for the classroom, lunchroom, and recess, on the bus, at arrival and dismissal and in the hallways. Post clear and specific behavioral expectations throughout the school.</li> <li>• Develop school wide language on positive behavior using the R.O.C.K.S—earning of Eagle tickets, acknowledgement chart for these tickets and rewards programs.</li> <li>• Monthly assemblies to celebrate R.O.C.K.S achievements</li> <li>• Implement daily singing of the “BA ROCKS” song</li> <li>• Implement BA ROCKS school spirit day to promote school community and pride</li> <li>• Professional Development for teachers through the year. Teachers will continue to improve their understanding of best practices of P.B.I.S</li> <li>• Starting in September 2010 through June 2011, students will gain knowledge and understanding of P.B.I.S program and what is expected.</li> </ul> <p>Develop a discipline code that grows out of the beliefs of the P.B.I.S program.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Evidenced by school culture, including the tone and environment of the building.</li> <li>• Decrease in the number of behavioral referrals.</li> <li>• Decrease in the number of OORS reports by 10%.</li> </ul> <p>Increase in the percentage of students making one year of academic progress in 2010-2011.</p>

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Implement the reading and writing TC <i>Units of Study</i>, by all classes with a particular emphasis on the reading and writing workshop model.</p> <p><b>100% of teachers will utilize the TC reading and writing workshop.</b></p> <p>Last year 72% of students made one year progress. During the 2010-2011 school year 75% of our students in grade k, 1 and 2 will attain one year progress based on TC benchmark data.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Implement weekly TC lab site in collaboration with TC Coach.</li> <li>• Establish a lab site on each grade.</li> <li>• Modeled, shared, and guided will comprise the components of the balanced literacy design.</li> <li>• Foundations Word study will be incorporated into the reading block.</li> <li>• Mentor texts will be adopted to support each genre.</li> <li>• Curriculum maps will be updated and refined, and be a living document to be revised as needed.</li> <li>• Daily guided reading with students will occur to identify and address specific reading issues.</li> <li>• Interclass visitations will provide support among colleagues.</li> <li>• Differentiated professional development literacy plan will be established for each teacher using TC calendar days.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Analysis of four ELA benchmark assessments to track performance and progress showing increase in one year progress</li> <li>• Reading celebrations held twice a year to recognize student authors.</li> <li>• Informal monitoring and ongoing evaluation of student’s ability to read for the duration of the allotted time and ability to make choices independently.</li> <li>• Student work – portfolio pieces, bulletin boards</li> <li>• Informal and formal observations</li> <li>• Feedback from the TC Coach</li> </ul>
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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To provide an effective, assessment driven, standards based Mathematics curriculum (Everyday Math) in grades Pre-K – 2 utilizing best practices to promote one year’s progress in Math.</p> <p>Improve the percent of students showing one year progress by 5%. All students will take the Everyday Math Baseline Assessment(September/October), Mid Year Assessment(January), End of Year Assessment(June) plus Unit Progress Checks and Informal Teacher Assessments(September – June).  Data will be examined by teachers, the Data Inquiry Team and administrators. Differentiated instruction based on the data will help us achieve our goal.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• All components of Everyday Math will continue to be implemented such as EDM games, math classroom libraries, math centers, the use of manipulatives and assessments.</li> <li>• Professional Development will be provided to ensure rigorous instruction and a deeper understanding of best Math practices.</li> <li>• Professional Development will be given to all teachers using an F-status math coach in the area of using student data to differentiate math instruction and set goals. In addition, support will be given to strengthen the mathematical knowledge, instructional capacity, and comfort level of all staff members to ensure rigorous math instruction.</li> <li>• Support for parents in assisting their children with mathematics through parent workshops and presentations by support staff. This will take place at PTA meetings and special Family Math events.</li> <li>• Academic Intervention services, using a variety of strategies, will be provided for students to support making one year progress.</li> <li>• Create coherence across grade level as opportunities will be provided for teachers to plan collaboratively, align instructional assessments and examine and assess student work in order to improve student performance.</li> </ul>

	<ul style="list-style-type: none"> <li>• Student math data will be monitored for progress from September 2010 through June 2011. Data will be used to guide classroom instruction, set goals and identify “at risk” students.</li> </ul> <p>Regular use of Math data will be analyzed during grade meetings during conferences with administrators, teachers and support staff.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>September /October 2010</b> - Examine the results of the Everyday Math Baseline Assessment to determine which students are in need of extra help and identify specific skills where help is needed.</li> <li>• <b>January 2011</b>-Review of Mid-Year assessment data to set new goals and target “at risk” students.</li> <li>• Informal and formal observations.</li> <li>• <b>June 2011</b>—Evaluation of data—End of Year assessment, Unit Progress Checks, Math student portfolios, and data collecting by kid watching to evaluate the progress of students.</li> </ul>

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Implementation of new core standards in grades Pre K -2.</p> <p>100% of teachers will work towards integrating the CORE standards into their reading and writing workshop.  In line with this goal, the Curriculum Mapping Team is developing CCSS alignment notations in each lesson per unit throughout the curriculum map.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Re-align the current curriculum maps to specify CORE STANDARDS of learning and student outcomes.</li> <li>• Design units of study that are aligned cohesively by grade level.</li> <li>• Teachers and administrators will review and analyze data for trends and create a whole school summary of assessment requirements in literacy. Provide rigorous academic support groups such as push-in, pull-out, and extended day, that target specific skills necessary for growth in areas of need.</li> <li>• Enhance weekly common planning time for teachers to include CORE STANDARDS awareness.  Actively identify CORE STANDARDS being integrated into daily reading and writing block during weekly lab site TC professional development.</li> <li>• Deepen staff understanding of current research and methodology behind teaching 21<sup>st</sup> century skills which will result in better student understanding and performance.</li> <li>• Develop staff capacity on integrating technology into daily lessons.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with 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><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teachers using COMMON CORE language in their plan books and in conversations during professional development.</li> <li>• Staff developing comfort and ease integrating and using student driven technology</li> <li>• To document student learning (i.e. Flip cameras and document based cameras, smartboards)</li> <li>• Teacher created performance assessments being utilized to check for understanding of thematic units in science and social studies.</li> </ul>

## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**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		7	N/A	N/A			6	
1	35	15	N/A	N/A			5	2
2	26	20	N/A	N/A			3	
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	Student literacy needs are addressed through small group, intensive guided reading sessions. These sessions include a specific focus on phonological awareness, letter and sound identification, decoding skills, comprehension skills, as well as fluency skills. These groups are currently held throughout the school day. At risk students are targeted and provided an additional guided reading group twice a week by the classroom teacher.
<b>Mathematics:</b>	Student mathematical needs are addressed through an ongoing data collection method common of student Math Portfolios. Through the Everyday Mathematics program the end of unit tests are administered to the students and analyzed by individual teachers as well as the administration. The analysis continues to provide areas of improvement and areas of need. As the data is received small guided math groups are implemented to support differentiated targeted instruction. Teacher observation/anecdotal records are also administered to identify the strengths and weaknesses of the instructional plans. Grade specific common planning sessions are also designed to support the embedded school program.
<b>Science:</b>	The FOSS core program supports standard based instruction with an emphasis on hands on, interactive thematic units. To support at risk students, technology science websites aligned with the thematic units will be integrated into the core program. An emphasis on science vocabulary, synthesizing text to deepen knowledge and the development of discovery based inquiry and process skills will be the vehicle in which we will reach the at risk , average and above average students.
<b>Social Studies:</b>	Social Studies is taught through thematic units and projects that include multi-sensory experiences, reading, writing and vocabulary concepts. Some activities that are designed to meet the needs of all learners in the social studies curriculum include exposure to fiction and non –fiction books, interactive read-alouds, poems, rhymes, big books, interviews of people, field trips, shared writing with graphic organizers, brainstorming, and learning through art. The inclusion of music through ETM (Education Through Music) program is designed to foster community building and support social studies content. The above activities are carefully planned to include the needs of all learners through the multiple intelligence model of learning.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Not Applicable

<b>At-risk Services Provided by the School Psychologist:</b>	<b>Informal Observations to determine services needed.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Individual Counseling/ At risk Services included:</b> <ul style="list-style-type: none"> <li>• <b>Individual/Group Short Term Counseling Providing Preventive Services</b></li> <li>• <b>Conflict Resolution</b></li> <li>• <b>Crisis Intervention</b></li> <li>• <b>Classroom Visits</b></li> <li>• <b>Meetings, Phone Conversations with Parents</b></li> <li>• <b>Meetings with Parent, Teacher, and Principal</b></li> <li>• <b>Parent Workshops</b></li> <li>• <b>OORS (Online Occurrence Reports) Reporting</b></li> <li>• <b>Provide Community Referrals when needed</b></li> </ul>
<b>At-risk Health-related Services:</b>	<b>Adaptive Therapy</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

***See Attachment***

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$96,760	\$71, 359	\$168,119
2. Enter the anticipated 1% set-aside for Parent Involvement:			\$968
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4,838	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$9,676	*	

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. **(N/A)**

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

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

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

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

parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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The P.S. 169 Parent Involvement Policy was developed jointly with parents of participating children. Parent Association leaders, school volunteers and school staff incorporate the goals of the P.S. 169 school/community.

- The school will provide a parent orientation at the beginning of the school year to explain and delineate the school and parental expectations of the school year.
- The school will regularly consult with parents regarding the development of programs and activities that will affect the school.
- Parent workshops will be conducted on a monthly basis. Parents will be encouraged to participate in these workshops covering issues such as; the importance of parental involvement in the child's academic achievement and the benefits of homework alongside parental involvement.
- Parents will be provided with an opportunity to volunteer and participate in their child's class, and observe classroom activities.
- Math Games Nights will be held to provide parents with an opportunity to interact with the Everyday Mathematics Curriculum and participate in the games that are played daily in the classroom.
- A Science Fair will take place at the end of each scope and sequence unit to culminate the work of the students and parents will be invited to attend and view displays.
- Family Literacy Nights will be a major focus around guiding parents to become involved with the reading and writing development of their children.
- The school will provide parents access to several computers to assist them in completing parent surveys.
- The school will include opportunities for participation of parents with limited English proficiency, and parents with disabilities.
- Parents will provide a quiet setting at home for students to complete homework and to read to Pre-K through 2nd grade students for 15-30 minutes per day.
- Parents will communicate with their child's teacher regarding educational and emotional needs through:

1. Review of student homework on a daily basis, and signing work after parental review
  2. Attending regularly scheduled parent/teacher conferences
  3. Meeting/communicating with teachers throughout the school year to keep apprised of ongoing student progress
  4. Academic/behavior contracts
- Parents are encouraged to visit the school’s website and view current classwork and activities that their children are involved in.
  - Parents will be notified in a timely manner and encouraged to attend monthly Parent Teachers Association Meetings.
  - A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of the children at P.S. 169.
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***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

*P.S. 169 School Parent Compact*

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

The School Agrees

- to** maintain a clean, safe, orderly and supportive learning environment in which all students can be successful and learn
- to** engage parents in making decisions about educational programs
- to** establish and maintain ongoing cooperation and collaboration between the home and the school
- to** convene for regular meetings each year
- to** inform the parents of educational programs their children are receiving and of their rights to be involved in such programs
- to** provide frequent reports to parents on their child's progress
- to** provide reasonable access to staff during non-instructional time
- to** provide opportunities for parents to volunteer and participate in their child's class and in classroom activities
- to** treat parents with courtesy and respect
- to** provide parents with translation and interpretation

The Parent/Guardian Agrees

- to** send the child to school prepared and ready to learn
- to** be aware of the child's work, progress and problems by talking to child about school, by looking at the child's work and progress report and by attending school functions when possible
- to** share the responsibility for improved student achievement
- to** maintain continuing contact with the child's teacher and principal about the progress of the child's education
- to** reinforce at home the importance of acquiring knowledge, skills, and values needed to become productive citizens
- to** volunteer time, skill or resources when needed and when possible to review homework daily
- to** respond to communications from child's school
- to** hold the child accountable for their work, attendance and behavior
- to** monitor the child's attendance, homework and extracurricular activities
- to** treat school personnel with courtesy

## 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.

The comprehensive needs assessment of PS169 currently includes various assessment means by which to assess, monitor, and accelerate student achievement. As explained in detail below, the Teachers College Reading and Writing Project (TCRWP) assessment system is our primary literacy assessment tool.

As a new school in its second year of existence, Baychester Academy utilizes the TCRWP assessment system as its measure of literacy progress. As of June 2010 86% of our kindergarten and first grade female population made at least one year's growth or more with their reading levels. Within our male population for kindergarten and first grade 68% of the boys made at least one year's growth or more. 96% of the kindergarten girls achieved a growth of one year or more with their reading levels. 73% of the girls in first grade achieved a growth of one year or more with their reading levels. The kindergarten boys achieved 77% with making one year's growth or more with their reading level. In first grade 65% of the boys achieved a growth of one year or more with their reading levels.

Based on the above data, it will be possible for the faculty of PS169 to collaboratively design and implement school-wide goals that will address the various learning needs of our Pre-K, K, First Grade and Second Grade students. Also, it will be possible for teachers to develop their own personal goals based on this data. Further analysis of the TCRWP data (in addition to our math and content area data) will assist students in understanding and articulating their own personal learning goals.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

PS169 is committed to addressing the varied learning needs of all students as best as we are possibly able – including the needs of our special education students. As such, we continue to implement and refine differentiated instructional strategies that will support each and every child. Our teachers understand that differentiated instruction is the best means by which to reach the varied constituencies of students (e.g., lowest 1/3, ELLs, high performing, special education, males, females, etc.). Our professional development, curriculum maps, collaborative meetings, and assessment tools each reflect our belief in assisting every child in meeting proficient and advanced levels of student academic achievement. Our comprehensive system of data collection, monitoring, and analysis (TCRWP) ensures that no child falls behind. Upon noticing that the disaggregated data suggests that certain children (or groups of children) are behind their peers, it is our school-wide plan to implement action plans to ensure that the achievement gap is closed. Furthermore, our curriculum is comprehensive and allows for teachers to design their instruction and learning activities in a manner that includes every child. These differentiated instructional models address the unique needs of all students.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before and after school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

**We premise much of our literacy curriculum on scientifically-based research (Allington, 2\*\*\*; National Reading Panel, \*\*\*\*; etc.) in order to maximize the instruction and learning that occurs within our classroom. Our curriculum is an eclectic curriculum that draws upon many resources and professional sources. The Teachers College Reading and Writing Project Assessment is also a research-based assessment measure. Furthermore, we are committed to weekly professional development as well as weekly teacher planning meetings. These meetings are collegial opportunities for staff to evaluate and reflect upon their practice while simultaneously learning from professional sources. Additionally, we recognize the importance of incorporating the knowledge of professional resources as another means to improve our practice as educators. As mentioned above (Section3 [a]), we are committed to meeting the needs of every child – especially those populations that are historically underserved. It is the mission of PS169 to close the achievement gap within the walls of our school.**

### 3. Instruction by highly qualified staff.

**PS169 will leverage the instructional potential of our highly qualified staff according to the following 3 strategies:**

#### **Strategy #1: Common Planning Periods**

**Students performing in the lowest 1/3 in mathematics and literacy will require as many curricular and instructional supports as possible. Therefore, in order to maximize student learning, the staff at PS169 must have access to a strong, appropriate body of curricular and instructional resources and assessment data. Our plan includes the development of teams of teachers who will meet regularly during weekly common planning periods so as to develop and refine curriculum (curriculum maps, units of study, unit plans, etc.) and instructional materials (math materials, mini-lessons, instructional ideas, etc.). These weekly meetings will also serve as a venue to look at the TCRWP assessment data (and other data types).**

## **Strategy #2: System of Data Analysis and Assessment**

Since we realize the necessity of basing instruction on assessment data, we will continue to implement and refine an evolving assessment system to record, track, and analyze student literacy and math data for students performing in the lowest, middle, highest 1/3. This system will be developed in consultation with our administration, inquiry team members and teaching staff. Our data inquiry team meets weekly to update our data dashboard and to assess our academic and social data. This provides teachers with a great tool to individually differentiate the learning needs of our students.

## **Strategy #3: Professional Development**

Professional development will be provided for teachers in grades Pre-K to 2. Coaching will be provided to assist teachers and parents in developing and monitoring SMART Goals with students. Coaching will be provided to assist teachers and parents in developing and monitoring SMART Goals with students. Academic Intervention Services will be provided by our support staff for students who are performing in the lowest 1/3. Our Teachers College Reading and Writing Project Coach meets with us weekly to train and support us in this program.

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.
  - **TC workshops**
  - **Summer Professional Development Retreat**
  - **Math and Literacy Workshops for Parents**
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - **Online teacher application selection process**
  - **Group interviews with administration and staff**
  - **Beginning to plan for advertising for next year to fill future vacancies**
  - **Attending multiple job fairs in anticipation for future vacancies**

- **Developing a team to interview and observe candidates**
  - **Teachers of Tomorrow Grant**
  - **Commitment to hiring only highly qualified teachers**
  - **All teachers are in proper certification areas**
  - **Network to Teachers College to obtain student teachers (potential candidates for future vacancies)**
6. Strategies to increase parental involvement through means such as family literacy services.
- **Homework workshops**
  - **Open house night(s)**
  - **Parental reading and writing workshops**
  - **Parent Progress Report information sessions**
  - **Parent Learning Environment Survey workshops**
  - **Family literacy nights**
  - **Book exchanges**
  - **Parental involvement in classrooms**
  - **Publishing parties**
  - **Learning leaders**
  - **Regular and ongoing communication with parents (e.g., newsletters, informal teacher conversations, etc.)**
  - **Family Math Games Day**

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.

**PS 169 has two Pre-Kindergarten classes. As we are strongly committed to the academic and social nurturing of early childhood children, it is our plan to make the transition from our Pre-K program to Kindergarten, Kindergarten to first grade and first grade to second grade as seamless as possible. To alleviate the stresses of transitioning from one grade to the next, we have adopted a vertical philosophy of teacher collaboration in which teachers from each grade are in communication regarding how to best move children up from grade to grade. Such collaboration occurs informally and formally. In preparation for the upcoming 2011/2012 academic year, it is our plan to allow opportunities for teachers to have dialogue concerning how to best achieve the promotion of our students. For those students who join us without having attended our In-house Pre-K program, it is essential for our teachers to recognize that with or without pre-kindergarten experience, it is necessary to create environments for all children to excel.**

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.

**The collaborative development of teacher and student goals based on data, notes, reflections, discussions, professional development minutes, etc.**

**Common meetings in which student work, running records, data, graphs, anecdotal notes, etc. are collectively analyzed in order to address needs/strengths of students. PS 169 believes that the collective discussion of student strengths/weaknesses is an effective method of developing effective strategies to address these issues. When an atmosphere of collegiality is developed, staff become accountable to each other and engage in regular discussions concerning the progress/success of instructional strategies.**

**Critical peer groups (inter-visitations, peer critique, etc)**

**Ongoing Data Dialogue accountability meetings with administration and instructional support staff in order to discuss goals, data, instruction, etc. with teachers. Teachers will be expected to present data and demonstrate how they are establishing an academically rigorous curriculum in order to meet the needs of all students. Furthermore, teachers will have to demonstrate how they have identified struggling students and how they have developed action plans in order to address these populations.**

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.

**Ongoing data collection, assessments, and analysis assist the staff of PS 169 to ensure that differentiated instruction is provided to students of every level. Data inquiry and action research projects are designed to assist the teachers and support staff to modify instructional strategies, techniques, and activities to ensure student engagement.**

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.

a. PS 169 currently offers and is planning to offer several programs designed to meet the needs of every child. Currently, we are offering our students and their families access to the following programs:

- **Universal Pre-K**
- **Free/ Reduced Lunch and Breakfast**
- **Adult GED programs**
- **STH housing support and counseling**
- **30 MAD program designed for Health and Fitness**
- **Parenting Workshops**

## **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, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**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.

**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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**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.
  - a. **In response to the comprehensive needs assessment of the entire school we plan to utilize the following programs to assist children in meeting and exceeding State Standards**
    - **Weekend and Evening parent support workshops**
    - **Online Educational resources which can be resourced from both school and home**
    - **LSO support training for teachers working with Special Education and Gifted and Talented students**
    - **Extended Day Session: including 1:1 student support and small group**
    - **Send home learning packets**

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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.

- **Individual nightly reading books**
  - **Consumable Items: Pencils, notebooks, markers, crayons,**
2. Ensure that planning for students served under this program is incorporated into existing school planning.
    - a. **Funds Allocated through Title I will be used in planning for students in the following ways:**
      - i. **Common Planning meetings with teacher and school wide staff members**
      - ii. **Monthly Saturday Retreats designed by experienced teachers as well as Administration to support new teachers**
      - iii. **Parent/Teacher Planning Workshops to direct parents on the use of consumable items**
      - iv. **Parent/ Teacher Planning sessions to train parents in literacy and mathematical developmental stages of children**
      - v. **Staff planning meetings as a result of data inquiry process**
  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: **Refer to pages 26 - 33**
    - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    - c. Minimize removing children from the regular classroom during regular school hours;
  4. Coordinate with and support the regular educational program; **Refer to pages 23 and 24**
  5. Provide instruction by highly qualified teachers; **Refer to pages 32 and 33**
  6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; **Refer to page 33**
  7. Provide strategies to increase parental involvement; and **Refer to page 34**
  8. Coordinate and integrate Federal, State and local services and programs.

- **PS 169 is committed to serving and educating every child. In our efforts to do so we have integrated the following services into our school wide program:**
  - **Universal Pre-Kindergarten**
  - **Free and Reduced Lunch and Breakfast**
  - **Transportation Allocations: Distribution of Metro Cards**

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

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> 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.
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.

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

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
**Currently we have zero students who are in Temporary Housing.**
2. Please describe the services you are planning to provide to the STH population.

**Not Applicable**

### **Part B: FOR NON-TITLE I SCHOOLS**

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	BAYCHESTER ACADEMY						
<b>District:</b>	11	<b>DBN:</b>	11X16	<b>School</b>		321100010169	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	v	3		7		11
	K	v	4		8		12
	1	v	5		9	Ungrade	v
	2	v	6		10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K		36	36				NR
Kindergarten		61	64				
Grade 1		42	74	<b>Student Stability - % of Enrollment:</b>			
Grade 2		0	50	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3		0	0				82.6
Grade 4		0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5		0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 6		0	0			60.0	76.8
Grade 7		0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8		0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 9		0	0				2
Grade 10		0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11		0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 12		0	0				0
Ungraded		9	7	<b>Special Education</b>			
Total		148	231	<i>(As of October 31)</i>	2007-	2008-	2009-
				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes		12	11	Principal Suspensions			0
# in Collaborative Team Teaching (CTT)		0	9	Superintendent Suspensions			0
Number all others		4	7				
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants			0
				Early College HS Program Participants			0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>							
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes		0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.		0	TBD				
# receiving ESL services only		0	TBD	Number of Teachers			10
# ELLs with IEPs		0	TBD	Number of Administrators and Other Professionals			4
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			6

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
			0	% fully licensed & permanently assigned to this			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			20.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			90.0
American Indian or Alaska Native		0.7	0.4	% core classes taught by "highly qualified" teachers			83.3
Black or African American		73.0	75.3				
Hispanic or Latino		18.9	19.9				
Asian or Native Hawaiian/Other Pacific		1.4	0.9				
White		0.7	2.2				
<b>Male</b>		54.7	52.4				
<b>Female</b>		45.3	47.6				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,						
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific								
White								
Multiracial								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
<b>Student groups</b>								

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>				
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](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.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>607</b>	District <b>11</b>	School Number <b>169</b>	School Name <b>Baychester Academy</b>
Principal <b>Cristine Vaughan</b>		Assistant Principal <b>Kenneth Peterson</b>	
Coach <b>Connie Benveniste - Math</b>		Coach	
Teacher/Subject Area <b>Yesenia Rosario - ELA</b>		Guidance Counselor <b>Tonya Arnold</b>	
Teacher/Subject Area <b>Idalia DaPena - Speech</b>		Parent <b>N/A</b>	
Teacher/Subject Area <b>Aideen DeLaCruz - PT</b>		Parent Coordinator <b>N/A</b>	
Related Service Provider <b>Leni Abraham - PT</b>		Other <b>Sharon Stewart - OT</b>	
Network Leader <b>Elmer Myers</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers		Number of Certified Bilingual Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	Number of Teachers of ELLs without ESL/Bilingual Certification <b>2</b>

### C. School Demographics

Total Number of Students in School	<b>215</b>	Total Number of ELLs	<b>3</b>
		ELLs as Share of Total Student Population (%)	<b>1.40%</b>

## Part II: ELL Identification Process

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

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

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

Public School 169 (Baychester Academy) is located in the North East section of the Bronx. This currently Pre-Kindergarten through Second Grade school serves a population of about 215. Our school opened the doors to the children in our community for the first time last year in 2009. This is our second year as a school.

**ELL Identification Process**

All parents are given the HLIS form to complete upon registration . A teacher will help a parent complete HLIS and a translator if needed. Teacher conducts informal interview with student in English or native language. Based on HLIS and informal interview, teacher will test student with LAB-R. If through LAB-R, it is determined student is an ELL parent is given Entitlement letter and invited to Parent Orientation meeting. At the meeting, Parent views the DOE ELL Parent Orientation video describing the ELL programs. Then, Parent Survey and Program Selection forms are distributed and completed by the parent. Once the selection of program choice is made by the parent, we place the student accordingly. Students are tested by the NYSESLAT to determine continued entitlement. At the present time, we have three ELLs which were admitted at the K level last school year. We didn't have any new ELLs for this school year. Two of the ELLs are served as per their IEP. All three students are provided with ESL instruction via a Certified Common Branch teacher. The trend in program choices so far for our three ELLs is ESL and Bilingual Instruction. Two of our students came into the school with IEP's, they were evaluated by the PreSchool Committee of Special Education. One student came with the IEP recommendation of Bilingual Instruction and the other student has been determined a potential ELL based on the HLIS. The students home language is Bengali. She was not administered a LAB-R last year but will be given the NYSESLAT in the Spring 2011. She does have an IEP but no ELL services are recommended. The third ELL became entitled as a result of HLIS information and LAB-R results. All three students are provided with ESL instruction via a Certified Common Branch teacher. The trend in program choices so far for our three ELLs is ESL and Bilingual Instruction.

## Part III: ELL Demographics

**A. ELL Programs**

<b>This school serves the following grades (includes ELLs and EPs)</b>	K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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 type="checkbox"/>
Check all that apply	

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

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

Total	0	3	0	0	0	0	0	0	0	0	0	0	0	0	3
-------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2												2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>										

## 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.

Currently the ESL instructional program being offered to our three ELLs is provided by a New State Certified Licensed monolingual teacher, a Certified Special Education teacher and a New York State Certified Licensed Bilingual alternative placement para professional. We have asked schools in the neighborhood for ESL teachers that could come and provide the mandated minutes to our ELLs but have been unsuccessful. The school has outreached to the Network for support with hiring a Certified ESL teacher, full time, part-time or F-Status. In addition, the principal is continuously interviewing and trying to recruit an ESL teacher. Due to this, the school offers ESL methodology workshops for all the teachers working with the ELLs in order to help them support our ELLs with second language acquisition.

We have a total of three ELLs. As a result of the NYSESLAT, the students are at the Beginner level English proficiency. Two of the ELLs are served according to their IEP recommendation. One of the student's with an IEP has been assigned a Bilingual Alternate Paraprofessional based on her IEP recommendation. Two of our students came into the school with IEP's; they were evaluated by the PreSchool Committee of Special Education. One student came with the IEP recommendation of Bilingual Instruction and the other student has been determined a potential ELL based on the HLIS. The students home language is Bengali. She was not administered a LAB-R last year but will be given the NYSESLAT in the Spring 2011. She does have an IEP but no ELL services are recommended. The third ELL became entitled as a result of HLIS information and LAB-R results.

The literacy needs of our ELL students are addressed through small group, intensive guided reading sessions. These sessions include a specific focus on phonological awareness, letter and sound identification, decoding skills, comprehension skills, as well as fluency skills. These groups are currently held throughout the school day. At risk students are targeted and provided an additional guided reading group twice a week by the classroom teacher. In addition, Foundations is used as a phonetic program for all of our students.

The teacher conducts shared and guided reading lessons using ESL strategies to further support these students. In addition, the teachers will work with the students in developmental exploration centers, literacy centers and science centers using the Guidelines for New Arrival Oral

Language Checklist to assist with differentiated planning. A continued effort will be made to implement the core curriculum of Balanced Literacy, Mathematics, Science and Social Studies through thematic units to seamlessly provide instruction for these students.

The following features of the instructional program at Baychester Academy are designed to include the development of all young language learners:

- Daily Practice in reading, writing, and word study
  - Small group and individualized instruction in reading, writing and math
  - Emphasis on speaking and listening through accountable talk, turn and talk and sharing of writing
  - Use of classroom libraries
  - Supplementary books/texts and other materials
  - Math manipulatives /centers
  - Developmental exploratory centers which include but are not limited to (House Keeping, Sand and Water Tables, Block Center, Art Center
  - Literacy comprehension and fluency centers-Education Through Music (ETM) engagement of oral language skills through songs and movements
  - Thematic project based learning to teach skills in context
- Education Through Music - Music as part of every school day was chosen in order to enhance students' academic performance and overall development

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

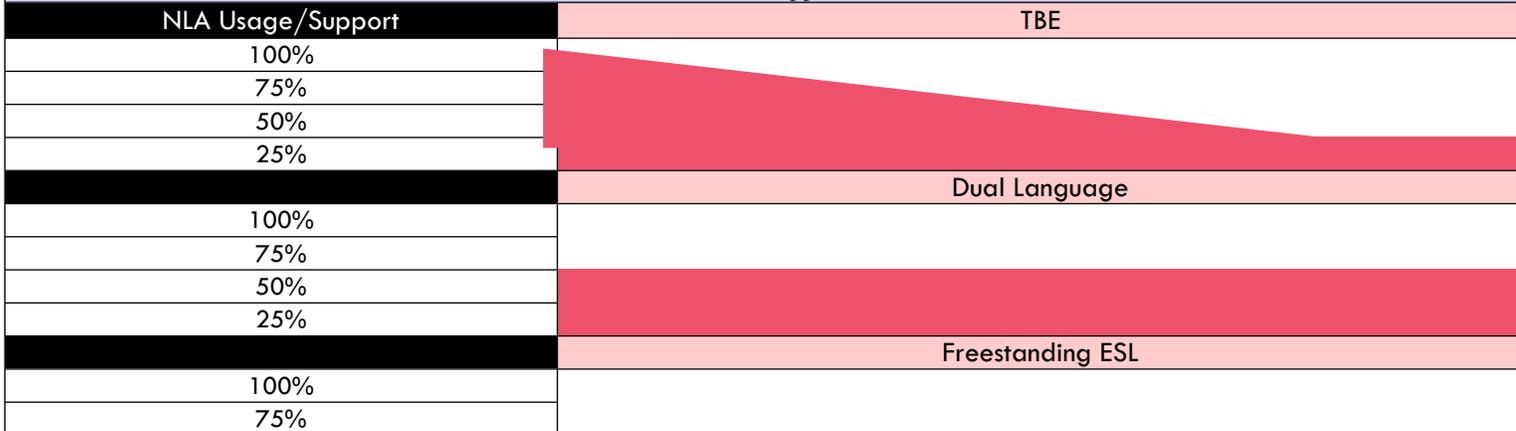
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

**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?

Students mathematical needs are addressed through an ongoing data collection method common of student Math Portfolios. Through the Everyday Mathematics program the end of unit tests are administered to the students and analyzed by individual teachers as well as the administration. The analysis continues to provide areas of improvement and areas of need. As the data is received small guided math groups are implemented to support differentiated targeted instruction. Teacher observation/anecdotal records are also administered to identify the strengths and weaknesses of the instructional plans. Grade specific common planning sessions are also designed to support the embedded school program.

The FOSS core program supports standard based instruction with an emphasis on hands on, interactive thematic units. To support at risk students, technology and science websites aligned with the thematic units will be integrated into the core program. An emphasis on science vocabulary, synthesizing text to deepen knowledge and the development of discovery based inquiry and process skills will be the vehicle in which we will reach the at risk , average and above average students.

Social Studies is taught through thematic units and projects that include multi-sensory experiences, reading, writing and vocabulary concepts. Some activities that are designed to meet the needs of all learners in the social studies curriculum include exposure to fiction and non –fiction books, interactive read-alouds, poems, rhymes, big books, interviews of people, field trips, shared writing with graphic organizers, brainstorming, and learning through art. The inclusion of music through ETM (Education Through Music) program is designed to foster community building and support social studies content.

The above activities are carefully planned to include the needs of all learners through the multiple intelligence model of learning.

### 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.

All instructional support staff (teachers, AIS provider and administration) at Baychester Academy are involved in weekly professional development sessions which are 1 hour and 40 minutes in length. These sessions are held every Friday in order to collaborate and maintain a professional learning community. In addition to the weekly professional development meetings, there are daily common planning meetings and individualized mentoring that is designed to support the needs of the teachers who are working directly with the ELL student. As an Early Childhood School, oral language, speaking, listening, reading and writing are at the fore front of all of our sessions. We provide the following direct supports to our staff: The dissemination of relevant and up to date literature that addresses the needs of ELL students; several dedicated workshop model P.D. sessions in which teachers are allotted the opportunity to assemble and incorporate instructional activities (e.g. barrier games, picture cue cards, etc...), etc. An ELL case study will be brought to both the Child Case Study Team and Inquiry Team for review and analysis.

### 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?

#### Parent Involvement

- Baychester Academy website communication portal to share upcoming parent involvement events as well as curriculum updates.
- The following activities are planned for the 2010-2011 school year:
- ESL classes for parents and or caregivers.
  - Parent Workshops that address math and literacy skills.
  - Learning Leaders training for parents and caregivers within the school.

Paste response to questions 1-4 here

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

Intermediate(I)															0
Advanced (A)															0
Total	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English 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.

Two of our ELLs, in 1st grade were tested with the NYSESLAT in the Spring. Both students scored at the Beginner level. The third student was not tested with the NYSESLAT but based on the early literacy assessment tool described below he is at the beginner level in all the content areas. Based on the data analysis from Teachers College Reading and Writing Project (TRCWP) assessment system we have identified oral language development to be the area of greatest need for our ELLs. The schools core curriculum is designed to meet the needs of all children who need Oral Language Development. Currently as an Early Childhood School, we have created a program that emphasizes the importance of oral language development. The following components and strategies of our program are designed to facilitate the needs of young language learners:

- Dramatic Exploratory Play (House Keeping)
- Puppet Shows
- Reader’s Theatre
- Sand and Water Tables
- Art Centers (self expression through the arts)
- Music and Movement
- Listening Centers
- Block Centers
- Technology/ Computer and Smart Board centers
- Tactile/ Hands on interactive exploratory activities in science
- Interactive Read Alouds, Big Books, Poems, Songs and Chants
- Daily Turn and Talk Opportunities (accountable talk)
- Modeling/ Demonstrations of all lessons
- Daily Interactive reading and writing with appropriate partnerships while reading
- The appropriate use of language structure to be used by all adults interacting with children
- The promotion of communication to appropriate audiences when sharing writing and thoughts
- Utilizing non- fiction text, charts and photographs to form real life connections
- The use of non- verbal communication (using hand gestures, facial and body expressions) to make meaning
- 1:1 student/adult conferencing and discussion in Reading, Writing, Speaking and Listening sessions
- Scaffolding of instructional strategies through repetition, visuals, and total physical responses
- The use of games and cooperative discovery in mathematics
- An emphasis on language to promote explanations of mathematical conclusions
- Equity of instructional time provided to each child who is identified as experiencing Oral Language

necessary to be successful communicators in school, at home and beyond.

More specifically, the ongoing measurement of the progress made in English Language development for ELL's will be determined by the NYSESLAT. The results of this assessment will be utilized to construct instructional grouping or 1:1 English Language support at the student's level. Literacy assessments such as running records, Concepts of Print, Word Lists and Rhyming and Segmenting and a monthly writing analysis as well as Math portfolios and end of unit exams and alternative assessments will be conducted to monitor the progress of the English Language Learning student.

### 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**

**School DBN: PS 169**

*All Title I SWP schools must complete this appendix.*

**Directions:**

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

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$96,760.00	\$71, 359.00	\$168, 119.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$968	\$714	\$1682
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4838	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$9676	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
90%
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. **(N/A)**

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

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

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

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

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The P.S. 169 Parent Involvement Policy was developed jointly with parents of participating children. Parent Association leaders, school volunteers and school staff incorporate the goals of the P.S. 169 school/community.

- The school will provide a parent orientation at the beginning of the school year to explain and delineate the school and parental expectations of the school year.
- The school will regularly consult with parents regarding the development of programs and activities that will affect the school.
- Parent workshops will be conducted on a monthly basis. Parents will be encouraged to participate in these workshops covering issues such as; the importance of parental involvement in the child's academic achievement and the benefits of homework alongside parental involvement.
- Parents will be provided with an opportunity to volunteer and participate in their child's class, and observe classroom activities.
- Math Games Nights will be held to provide parents with an opportunity to interact with the Everyday Mathematics Curriculum and participate in the games that are played daily in the classroom.
- A Science Fair will take place at the end of each scope and sequence unit to culminate the work of the students and parents will be invited to attend and view displays.
- Family Literacy Nights will be a major focus around guiding parents to become involved with the reading and writing development of their children.
- The school will provide parents access to several computers to assist them in completing parent surveys.
- The school will include opportunities for participation of parents with limited English proficiency, and parents with disabilities.
- Parents will provide a quiet setting at home for students to complete homework and to read to Pre-K through 2nd grade students for 15-30 minutes per day.

- Parents will communicate with their child’s teacher regarding educational and emotional needs through:
    1. Review of student homework on a daily basis, and signing work after parental review
    2. Attending regularly scheduled parent/teacher conferences
    3. Meeting/communicating with teachers throughout the school year to keep apprised of ongoing student progress
    4. Academic/behavior contracts
  - Parents are encouraged to visit the school’s website and view current classwork and activities that their children are involved in.
  - Parents will be notified in a timely manner and encouraged to attend monthly Parent Teachers Association Meetings.
  - A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of the children at P.S. 169.
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***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

*P.S. 169 School Parent Compact*

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

The School Agrees

- **to** maintain a clean, safe, orderly and supportive learning environment in which all students can be successful and learn
- **to** engage parents in making decisions about educational programs
- **to** establish and maintain ongoing cooperation and collaboration between the home and the school
- **to** convene for regular meetings each year
- **to** inform the parents of educational programs their children are receiving and of their rights to be involved in such programs
- **to** provide frequent reports to parents on their child's progress
- **to** provide reasonable access to staff during non-instructional time
- **to** provide opportunities for parents to volunteer and participate in their child's class and in classroom activities
- **to** treat parents with courtesy and respect
- **to** provide parents with translation and interpretation

The Parent/Guardian Agrees

- \* **to** send the child to school prepared and ready to learn
- \* **to** be aware of the child's work, progress and problems by talking to child about school, by looking at the child's work and progress report and by attending school functions when possible
- \* **to** share the responsibility for improved student achievement
- \* **to** maintain continuing contact with the child's teacher and principal about the progress of the child's education
- \* **to** reinforce at home the importance of acquiring knowledge, skills, and values needed to become productive citizens
- \* **to** volunteer time, skill or resources when needed and when possible to review homework daily
- \* **to** respond to communications from child's school
- \* **to** hold the child accountable for their work, attendance and behavior
- \* **to** monitor the child's attendance,

homework and extracurricular  
activities

\* **to** treat school personnel with courtesy

## **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.

**The comprehensive needs assessment of PS169 currently includes various assessment means by which to assess, monitor, and accelerate student achievement. As explained in detail below, the Teachers College Reading and Writing Project (TRCWP) assessment system is our primary literacy assessment tool.**

**As a new school in its second year of existence, Baychester Academy utilizes the TCRWP assessment system as its measure of literacy progress. As of June 2010 86% of our kindergarten and first grade female population made at least one year's growth or more with their reading levels. Within our male population for kindergarten and first grade 68% of the boys made at least one year's growth or more. 96% of the kindergarten girls achieved a growth of one year or more with their reading levels. 73% of the girls in first grade achieved a growth of one year or more with their reading levels. The kindergarten boys achieved 77% with making one year's growth or more with their reading level. In first grade 65% of the boys achieved a growth of one year or more with their reading levels.**

Based on the above data, it will be possible for the faculty of PS169 to collaboratively design and implement school-wide goals that will address the various learning needs of our Pre-K, K, First Grade and Second Grade students. Also, it will be possible for teachers to develop their own personal goals based on this data. Further analysis of the TCRWP data (in addition to our math and content area data) will assist students in understanding and articulating their own personal learning goals.

2. Schoolwide reform strategies that:

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

**PS169 is committed to addressing the varied learning needs of all students as best as we are possibly able – including the needs of our special education students. As such, we continue to implement and refine differentiated instructional strategies that will support each and every child. Our teachers understand that differentiated instruction is the best means by which to reach the varied constituencies of students (e.g., lowest 1/3, ELLs, high performing, special education, males, females, etc.). Our professional development, curriculum maps, collaborative meetings, and assessment tools each reflect our belief in assisting every child in meeting proficient and advanced levels of student academic achievement. Our comprehensive system of data collection, monitoring, and analysis (TCRWP) ensures that no child falls behind. Upon noticing that the disaggregated data suggests that certain children (or groups of children) are behind their peers, it is our school-wide plan to implement action plans to ensure that the achievement gap is closed. Furthermore, our curriculum is comprehensive and allows for teachers to design their instruction and learning activities in a manner that includes every child. These differentiated instructional models address the unique needs of all students.**

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services,

mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

**We premise much of our literacy curriculum on scientifically-based research (Allington, 2\*\*\*; National Reading Panel, \*\*\*; etc.) in order to maximize the instruction and learning that occurs within our classroom. Our curriculum is an eclectic curriculum that draws upon many resources and professional sources. The Teachers College Reading and Writing Project Assessment is also a research-based assessment measure. Furthermore, we are committed to weekly professional development as well as weekly teacher planning meetings. These meetings are collegial opportunities for staff to evaluate and reflect upon their practice while simultaneously learning from professional sources. Additionally, we recognize the importance of incorporating the knowledge of professional resources as another means to improve our practice as educators. As mentioned above (Section3 [a]), we are committed to meeting the needs of every child – especially those populations that are historically underserved. It is the mission of PS169 to close the achievement gap within the walls of our school.**

3. Instruction by highly qualified staff.

**PS169 will leverage the instructional potential of our highly qualified staff according to the following 3 strategies:**

#### **Strategy #1: Common Planning Periods**

**Students performing in the lowest 1/3 in mathematics and literacy will require as many curricular and instructional supports as possible. Therefore, in order to maximize student learning, the staff at PS169 must have access to a strong, appropriate body of curricular and instructional resources and assessment data. Our plan includes the development of teams of teachers who will meet regularly during weekly common planning periods so as to develop and refine curriculum (curriculum maps, units of study, unit plans, etc.) and instructional materials (math materials, mini-lessons, instructional ideas, etc.). These weekly meetings will also serve as a venue to look at the TCRWP assessment data (and other data types).**

## **Strategy #2: System of Data Analysis and Assessment**

Since we realize the necessity of basing instruction on assessment data, we will continue to implement and refine an evolving assessment system to record, track, and analyze student literacy and math data for students performing in the lowest, middle, highest 1/3. This system will be developed in consultation with our administration, inquiry team members and teaching staff. Our data inquiry team meets weekly to update our data dashboard and to assess our academic and social data. This provides teachers with a great tool to individually differentiate the learning needs of our students.

## **Strategy #3: Professional Development**

Professional development will be provided for teachers in grades Pre-K to 2. Coaching will be provided to assist teachers and parents in developing and monitoring SMART Goals with students. Coaching will be provided to assist teachers and parents in developing and monitoring SMART Goals with students. Academic Intervention Services will be provided by our support staff for students who are performing in the lowest 1/3. Our Teachers College Reading and Writing Project Coach meets with us weekly to train and support us in this program.

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.
  - **TC workshops**
  - **Summer Professional Development Retreat**
  - **Math and Literacy Workshops for Parents**
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - **Online teacher application selection process**

- **Group interviews with administration and staff**
- **Beginning to plan for advertising for next year to fill future vacancies**
- **Attending multiple job fairs in anticipation for future vacancies**
- **Developing a team to interview and observe candidates**
- **Teachers of Tomorrow Grant**
- **Commitment to hiring only highly qualified teachers**
- **All teachers are in proper certification areas**
- **Network to Teachers College to obtain student teachers (potential candidates for future vacancies)**

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

- **Homework workshops**
- **Open house night(s)**
- **Parental reading and writing workshops**
- **Parent Progress Report information sessions**
- **Parent Learning Environment Survey workshops**
- **Family literacy nights**
- **Book exchanges**

- Parental involvement in classrooms
  - Publishing parties
  - Learning leaders
  - Regular and ongoing communication with parents (e.g., newsletters, informal teacher conversations, etc.)
  - Family Math Games Day
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.

**PS 169 has two Pre-Kindergarten classes. As we are strongly committed to the academic and social nurturing of early childhood children, it is our plan to make the transition from our Pre-K program to Kindergarten, Kindergarten to first grade and first grade to second grade as seamless as possible. To alleviate the stresses of transitioning from one grade to the next, we have adopted a vertical philosophy of teacher collaboration in which teachers from each grade are in communication regarding how to best move children up from grade to grade. Such collaboration occurs informally and formally. In preparation for the upcoming 2011/2012 academic year, it is our plan to allow opportunities for teachers to have dialogue concerning how to best achieve the promotion of our students. For those students who join us without having attended our In-house Pre-K program, it is essential for our teachers to recognize that with or without pre-kindergarten experience, it is necessary to create environments for all children to excel.**

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.
- The collaborative development of teacher and student goals based on data, notes, reflections, discussions, professional development minutes, etc.**
- Common meetings in which student work, running records, data, graphs, anecdotal notes, etc. are collectively analyzed in order to address needs/strengths of students. PS 169 believes that the collective discussion of student strengths/weaknesses is an effective method of developing effective strategies to address these issues. When an atmosphere of collegiality is developed, staff become accountable to each other and engage in regular discussions concerning the progress/success of instructional strategies.**
- Critical peer groups (inter-visitations, peer critique, etc)**

**Ongoing Data Dialogue accountability meetings with administration and instructional support staff in order to discuss goals, data, instruction, etc. with teachers. Teachers will be expected to present data and demonstrate how they are establishing an academically rigorous curriculum in order to meet the needs of all students. Furthermore, teachers will have to demonstrate how they have identified struggling students and how they have developed action plans in order to address these populations.**

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.

**Ongoing data collection, assessments, and analysis assist the staff of PS 169 to ensure that differentiated instruction is provided to students of every level. Data inquiry and action research projects are designed to assist the teachers and support staff to modify instructional strategies, techniques, and activities to ensure student engagement.**

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.

- a. PS 169 currently offers and is planning to offer several programs designed to meet the needs of every child. Currently, we are offering our students and their families access to the following programs:

- **Universal Pre-K**
- **Free/ Reduced Lunch and Breakfast**
- **Adult GED programs**
- **STH housing support and counseling**
- **30 MAD program designed for Health and Fitness**
- **Parenting Workshops**

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

Program Name	Fund Source	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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<sup>1</sup> **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.

<sup>2</sup> **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.

	<i>(i.e., Federal, State, or Local)</i>	<b>in the Schoolwide Program (✓)</b>			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal	X			\$81278		
Title I, Part A (ARRA)	Federal	X			\$7645		
Title II, Part A	Federal	X			\$103,007		
Title III, Part A	Federal				n/a		
Title IV	Federal				n/a		
IDEA	Federal	x			\$40,915		
Tax Levy	Local	x			\$904,490		

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- **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.

