



PS/MS 280

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X280
ADDRESS: 3202 STEUBEN AVE
TELEPHONE: 718-405-6360
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10x280 **SCHOOL NAME:** PS/MS 280

DISTRICT: 10 **SSO NAME/NETWORK #:** HOT 104

SCHOOL ADDRESS: 3202 Steuben Ave

SCHOOL TELEPHONE: 718-405-6360 **FAX:** 718-405-6329

SCHOOL CONTACT PERSON: James Weeks **EMAIL ADDRESS:** Jweeks3@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Antoinette DiBiase</u>
PRINCIPAL	<u>James Weeks</u>
UFT CHAPTER LEADER	<u>Deborah Romano</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Beatriz Ortiz</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u></u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Sonia Menendez</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor’s Regulations A-655 on SLT’s*; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
James Weeks	*Principal	
Deborah Romano	*UFT Chapter Chairperson	
Beatriz Ortiz	*PA President	
Carmen Alicea	Parent	
Frenchie Muniz	Parent	
Antoinette DiBiase	Teacher	
Nancy Hernandez	Teacher	
Elan Schy	Teacher	
Valentina Gorvokaj	Parent	
Parents need to re-do election on 1/20	Parent	
Rachel Dempsey	Parent	
Elba Falconi	Parent	

* 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.

Narrative Description of PS/MS 280:

Public School/Middle School 280 is currently a Kindergarten through Grade 8 school. The past Region 1 Superintendent selected the school to redesign from a K-5 to a K-8, to facilitate the development of more academically prepared middle school students for entry into New York City's high schools. P.S./M.S 280 is now in the 5th year of being a K-8 organization. The immediate goals of the initiative are to improve middle school discipline and to raise middle school test scores. We are committed to having all of our 8th graders compete to enter the best high schools.

P.S./M.S. 280's teaching staff is supervised by a principal and two assistant principals. Two literacy and one math coach, along with the principal and assistant principals, Testing Coordinator and ELL Coordinator make up the school Executive Team and, are responsible for the turnkey of training/Professional Development of most educational initiatives. This core group also provides in-house model lessons for teachers as well as provides small group instruction to AIS children. The ELL Coordinator is responsible for: (a) overseeing all ELL students and programs (b) required NYSESLAT testing and the BESIS report as well as all other ELL documentation data. Our current school organization consists of: 5 Kindergarten classes (this includes a 12:1 self-contained class); 4 First grades; a ½ 12:1;1 split self contained class, 3 Second grade classes; 3 Grade three classes, 3 Grade Four classes; 3 Grade 5 classes; a 5/6 12:1:1 self contained class; 3 Grade 6 classes, 4 grade 7 classes, one of which is a CTT class, and 3 grade 8 classes. In addition to the classroom teachers, an array of support personnel contributes to the school's efforts to ensure that every child is on task and learning. This group includes: a Guided Reading specialist; SETSS teacher; IEP teacher, one ESL/Literacy teacher; 5 Early Childhood class-size reduction teachers, that employ the push-in model to support first, second, third and fifth grade teachers; 2 part time F status teachers who each team teach with a fourth grade class 3 days a week; a .5 Librarian; five science teachers K-8; a .5 technology teacher, two Physical Education teachers, (60% of their program) and a middle school math support teacher and literacy teacher. Thirty-five (35) staff members are tenured, while 27 teachers are probationary. Other members of the school's staff include: 8 Educational Assistants (five EA's specifically work with special needs children and two are is a full time 12:1:1 paras); 4 School Aides (each works 5 ½ hours a day); and a full-time SSA. To meet the health and social well-being of the school's student population, there is a full-time registered nurse, two five-day-a-week Guidance Counselors, a five-day-a-week SAPIS counselor, part-time Monolingual and Bilingual speech teachers, three times-a-week Physical and Occupational Therapists and the services (three times a week) of the IST (Social Worker and School

Psychologist). Two School Secretaries facilitate the school's work, as they are responsible for all matters relating to students, staff and administration.

P.S./M.S. 280's teaching staff is a blend of experienced teachers, teachers with several years of experience and novice teachers. In order to give new teachers a stronger foothold in their classrooms, they are paired with an experienced teacher and/or Grader Leader to provide assistance in: classroom management, room environment, lesson plans, curriculum implementation and integration of instructional Best Practices. The "Buddy System" initiative has long contributed to the school's ability to focus on tasks to achieve specific goals. A former regional mentor was hired as a full time mentor to work with all first year teachers and some select second year teachers. New teachers, as well as experienced ones are encouraged to become involved in Professional Development training offered by the ISC, local colleges, the UFT, and other institutions of higher learning.

P.S./M.S. 280 places children in heterogeneous classes, however, there is an accelerated class in each grade from 1st to 8th. Consequently, all SETSS and ELL children are integrated into every class and participate in all class and school-wide activities. Every E-31 Special Education child and every inclusion child is also integrated into the fabric of the school's life when he/she participates in gym, library, trips, lunchroom and special assembly programs.

The Principal's vision of what P.S./M.S. 280 does to effect change and to realize student achievement is the shared mission of the entire school community. The school's mission statement is prominently displayed in every classroom as well as near the school entrance. The mission statement is discussed at the beginning of the school year and it is referred to throughout the year. The school's mission statement is the benchmark used to determine the school's level of success in meeting student needs. That vision also manifests itself in values based learning, banners and photographs placed throughout the building to foster character building of the school's community.

P.S./M.S. 280's educational philosophy is to empower every teacher to employ instructional methods and strategies that reflect accepted, research based "best practices." Teachers are encouraged to use a variety of materials to meet the needs of every child in their classrooms. The school's educational program is rigorous and academically challenging. The school's teaching staff strives to make learning enjoyable to promote excellence; every child is given an opportunity to maximize his/her potential, to give meaning to the "no child left behind" edict. The methods and approaches used to facilitate the school's educational program and philosophy include: small/large student groupings; collaboration; cooperative learning, peer tutoring; learning centers; technology; consultant teachers; flexible scheduling around the literacy and math blocks and an interdisciplinary/thematic approach to content. Mastery in content and/or domain knowledge of the core subjects as well as an emphasis on the acquisition of specific vocabularies (i.e. Math, Social Studies, Science, Literacy) augment our educational initiatives. Lessons in core curriculum subjects follow a pattern of mini-lesson, model/demonstrate, independent practice and share. All student work is kept in portfolios and teachers are requested to keep accurate records of student assessment grades and conferring notes in the areas of reading, writing and mathematics.

P.S./M.S. 280 participates in the Title One School wide Program. This initiative has enabled the school to continually upgrade its instructional practices and materials for every segment of its student population. Consequently, every child participates in a wide array of activities

designed to provide him or her with a balanced educational program that nurtures a love of learning, while becoming more knowledgeable and an academic achiever. The academic program encompasses: phonics, phonemic awareness, spelling, vocabulary development, writing conventions, author and genre studies, (with an emphasis on non-fiction books and related materials), storytelling, author celebrations, content-based themes, writing process, prompt writing, dance, music, art, trips, use of big books and trade books, leveled libraries, reading circles and accountable talk. Guided Reading groups, technology, photography and differentiated instruction are also employed to meet specific student needs.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile Part B:

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S./M.S. 280 Mosholu Parkway								
District:	10	DBN:	10X280	School BED\$ Code:	321000010280				
DEMOGRAPHICS									
Grades Served:	Pre-K	3	7	11					
	K	4	8	12					
	1	5	9	Ungraded	√				
	2	6	10						
Enrollment (As of October 31)	2007-08	2008-09	2009-10	Attendance - % of days students attended: (As of June 30)					
Pre-K	0	0	0	2007-08	2008-09	2009-10			
Kindergarten	80	81	98	92.6	94.0	TBD			
Grade 1	77	71	78	Student Stability - % of Enrollment: (As of June 30)					
Grade 2	88	82	82	2007-08	2008-09	2009-10			
Grade 3	89	90	74	95.1	93.5	TBD			
Grade 4	94	101	94	Poverty Rate - % of Enrollment: (As of October 31)					
Grade 5	88	94	99	2007-08	2008-09	2009-10			
Grade 6	83	90	101	71.4	71.6	89.6			
Grade 7	89	78	90	Students in Temporary Housing - Total Number: (As of June 30)					
Grade 8	98	89	86	2007-08	2008-09	2009-10			
Grade 9	0	0	0	29	45	TBD			
Grade 10	0	0	0	Recent Immigrants - Total Number: (As of October 31)					
Grade 11	0	0	0	9	13	22			
Grade 12	0	0	0						
Ungraded	0	0	1						
Total	786	776	803						
Special Education Enrollment: (As of October 31)				Suspensions (OSYD Reporting) - Total Number: (As of June 30)					
# in Self-Contained Classes	22	21	24	2007-08	2008-09	2009-10			
# in Collaborative Team Teaching (CTT) Classes	13	10	12	Principal Suspensions	31	37	TBD		
Number all others	54	75	83	Superintendent Suspensions	14	8	TBD		
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number: (As of October 31)					
				2007-08	2008-09	2009-10			
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey) (As of October 31)				Number of Staff - Includes all full-time staff: (As of October 31)					
# in Transitional Bilingual Classes	0	0	0	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	56	55	TBD		
# receiving ESL services only	125	122	125						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
# ELLs with IEPs	1	2	31	Number of Administrators and Other Professionals	11	13	TBD		
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	3	TBD		
Overall Students (# entering students overage for grade)				Teacher Qualifications:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
	1	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD		
				% more than 2 years teaching in this school	71.4	69.1	TBD		
				% more than 5 years teaching anywhere	32.1	36.4	TBD		
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher					
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	82.0	87.0	TBD		
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED)	95.1	99.1	TBD		
Black or African American	15.8	16.6	14.6						
Hispanic or Latino	65.0	65.3	66.4						
Asian or Native Hawaiian/Other Pacific Isl.	7.5	8.9	10.1						
White	11.7	9.1	7.8						
Male	49.0	49.4	51.6						
Female	51.0	50.6	48.4						
2009-10 TITLE I STATUS									
√	Title I Schoolwide Program (SWP)								
	Title I Targeted Assistance								
	Non-Title I								
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10		
				√	√	√	√		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY									
SURR School (Yes/No)	If yes, area(s) of SURR identification:								
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:									
	Phase				Category				
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive				
	Improvement Year 1								
	Improvement Year 2								
	Corrective Action (CA) – Year 1								
	Corrective Action (CA) – Year 2								
	Restructuring Year 1								
	Restructuring Year 2								
	Restructuring Advanced								

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√	-				
Multiracial							
Students with Disabilities	√sh	√					
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	77.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.8			Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.7			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	37.2						
(Comprises 60% of the Overall Score)							
Additional Credit:	9.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ SM = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

After conducting your review, **summarize** in this section the major findings and highlights 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?
-

P.S./M.S.280 Accomplishments

- I. Historically, we have been acclaimed for our students maintaining a record of high achievement on New York State and New York City standardized assessment exams and we continue to strive higher with our current median scores. On the 2008-2009 school progress report we earned an A and were again able to increase our high achievement by having 78.4% of our students receive a level 3 or 4 on the ELA test with a mean proficiency of 3.26 and have 91.8% of our students receive a level 3 or 4 on the math test with a mean proficiency of 3.72. These scores are better than 83% of all NYC schools in ELA and better than 87% of the city schools in mathematics in 2008. In 2009-2010 we again received an A on the school progress report and overall, scored higher than 83% of all K-8 schools in NYC.
- II. In both 2007 and 2008 PS/MS 280 received a Well Developed on its Quality Review by receiving a Well Developed in all five categories. This along with an A on the progress report allowed us to be exempt from the 2008-2009 and 2009-2010 Quality Review.
- III. The school was chosen in 2004 by the Regional Superintendent to become a pioneer in school redesign (growing from a K-5 school to K-8) to support the development of more academically prepared middle school students. The decision for our school to lead the way in this initiative was based on our emphasis on character education and our proven academic record of achievement.
- IV. Recognizing the importance of consistency and accountability along the continuum of children's education, we have successfully progressed over time from a K-5 to K-8 school. This transition has had many implications both instructionally and organizationally. It has been an organizational challenge in that we share a building with M.S. 80. This requires sharing of facilities i.e. gym, auditorium, cafeteria and common bathrooms. We have had to hire content area teachers and identify and respond to the instructional needs of middle school students by providing extensive professional development. We have had to meet the challenges of our students developing into teenagers and their new attitudes towards school and the increased work at higher levels. Our teachers have managed to successfully keep students working and engaged.
- V. We recognize that organization is a pre-condition for learning. Our success is evidenced by our students continued growth on standardized assessments, interim progress monitoring, and informal classroom assessments.

- VI. Our teachers have created learning environments which are reflective of student success. Teachers learning environments are conducive to meeting and exceeding mandated academic expectations. Student work is made public through bulletin board displays and model classroom settings.
- VII. The relationship amongst staff and administrators is highly collaborative creating a professional environment conducive to learning and growth. This collaboration enables initiatives to be successfully implemented. It has led to the development of our own curriculum using teacher's exemplary content area knowledge along with their collaborative practice. Students are part of this practice too. We are beginning to incorporate specific lessons on data usage, both showing students how teachers use data, as well as enabling students to understand their own data.
- VIII. We have a successful technology program which works to ensure students gain technological literacy by providing every classroom with four computers and a printer. In addition to classroom computers, the 6th, 7th and 8th grade teachers have access to two mobile computer carts as do the K-5 teachers. This year 21 smart boards have been placed in classrooms throughout the school to go along with the 90 new computer purchased last year, showing our continued commitment to a vision of incorporating technology into the learning environment.
- IX. A strong emphasis in character education and community building has fostered an environment of respect amongst adults and students. Activities that work to support this include: a) welcoming students at the door upon entry by the principal and assistant principals b) group and individual guidance intervention services for students and parents; c) review of family school handbooks with students; d) peer mediation team; e) Eighth grade community service; f) awards assemblies four times per year rewarding students for citizenship, content area growth, community award recognition, and class attendance g) required use of a standard planner/ organizer which teaches responsibility and academic structure that is consistent K-8; h) creation of a sports basketball, soccer, and flag football programs closely tied to academics through section sheets signed daily by each teacher; i) the creation of clubs that allow the students to work closely with both adults and a small group of peers: a knitting club, an after-school Chess Program and an after-school Music Program; j) support of a collaborative program for middle school girls with Clinton HS called DIVAS; and k) consistent parent involvement in activities and school based programs.
- X. A theme based collaborative environment supports content area connections throughout the grade levels. Teachers meet regularly in grade level meetings to plan units of study, develop curriculum mapping for the upcoming school year based on feedback, and share "Best Practices" with each other.

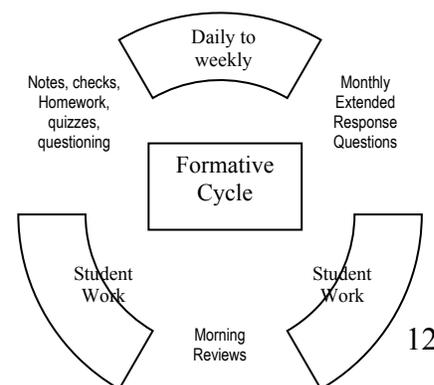
P.S./M.S. 280 Aids to Continuous Achievement

P.S. /M.S. 280 spent the past year reflecting, implementing, and revising the use of data in our school community. After choosing assessments to provide this data, the school has had an ongoing discussion, throughout the year, around the structures in place to disseminate data where administrators, teachers, parents and students are able to engage with the data to use it effectively. We have ensured that administrators, teachers and parents have ample access to relevant and timely data.

Our data cycle for summative and formative assessments (see diagrams) is well in place and practiced by all our experienced teachers. Our new teachers are taught the cycle over the year. Weekly grade meeting facilitated by coaches were put into place to provide the teachers with professional development and to monitor their progress.

Barriers To Continuous Improvement

The ongoing discussion around the usage and implementation of data has brought to light some challenges the community faces in engaging with data in meaningful ways. For example, after providing parents with formal assessment data, report card rubrics, and ongoing progress



monitoring data, we realized parents, in general, lack the skills and strategies necessary to fully understand their child's data and its implications. Therefore, we need to provide additional support to parents through one-on-one meetings at parent-teacher conferences and parent workshops.

Another challenge which has been looked at extensively is the public display of data within the school community. The Executive Team, as well as the Leadership Team, has reached a consensus that making data public is the only way to demystify the role data plays in our students success. Our students are aware of their New York State Standardized test scores. The questions are:

- What do the test scores mean to the student?
- What meaning do the students, parents and teachers make of this data?
- How do the students, parents and teachers move forward with the information provided them?
- How do we engage students, parents and teachers in ongoing conversations deepening their understanding?

These questions warrant reflection and they are the barriers we must break through as a school to grow our practice.

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 2009-10 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 (SINI/SRAP/SURR 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 presumably be aligned to the school's annual goals described in this section.

- I. To increase the teacher and student use of data in the classroom and disseminate the information to parents. The ESO goal is to have 90% of all teachers involved in the inquiry process; therefore PS/MS 280 will have at least 90% of its teachers effectively using data to guide instruction by June 2011.
- II. To develop a rigorous ELA program K-8 that will lead to PS/MS 280 successfully meeting its AYP in all ELA categories by June 2011.
- III. To increase parent involvement. To build a stronger partnership with parents so they will be more likely to play an active role in supporting their children's education. It will be our goal to increase the response rate on our parent surveys from 34% to at least 40% by June 2011.
- IV. Identify our neediest students and provide support for their progress. Our neediest students will be all students who did not make yearly progress as well as all level 1 and 2 students. We will increase the “median growth percentile for the school's lowest 1/3 students” by .3 by June 2011. For example the “median growth percentile for the school lowest 1/3 students” on the 2010 state tests was 75.0. It will be our goal to increase this to 75.3 or more.
- V. To provide teachers with professional development during the school day on a consistent basis. The Progress report Learning Environment domain for teachers will to rise from a score of 6.9 to at least 7.2 by June 2011.

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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the teacher and student use of data in the classroom and disseminate the information to parents. PS/MS 280 will have at least 90% of its teachers effectively using data to guide instruction by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Provide all teachers with a data binder for collection of assessments and evaluations in student progress. • Provide teachers and students in grades 5-8 with ARIS username and password to access Predictive, ITA and Custom Assessment Reports. Students will have access to differentiated instructional resources and receive immediate feedback for progress in particular skills. Parents will receive a letter to explain the advantages of this tool. • The Literacy Coach will prepare Item Maps based on 2009-2010 ELA exam. Teachers will be coached to analyze the data to determine trends in student performance on particular performance indicators. Instruction will be planned to address student weaknesses. • Use of data derived from the DRA to monitor reading levels of middle school students who scored a 1 or 2 on previous New York State English Language Arts assessment (3X a year). • Use of data derived from the DRA to formulate small instructional groups and set long

term reading goals.

- Interpretation of data from formative writing assessments to evaluate student progress (3X a year), grades 3-8.
- Facilitation of practice ELA state tests to use as predictive indication of student performance.
- Progress Reports sent home to parents of students performing below grade level expectations.
- In math, teachers will be provided with two Summative Assessments created by the coach - *Baseline* given in September and the *End of the Year* given in June.
- The results for each Summative Assessment provided by McGraw Hill (two ITAs/diagnostic and two Predictive) will be examined for common error patterns. Groups of students who were unable to complete certain examples with success will be highlighted.
- Teachers will use this data to re-teach and review a taught concept. These quick lessons will be done in Problem of the Day, small group activity and /or test preparation.
- Data gathered from Formative Assessments, such as Portfolio Pieces and Writing Pieces will be used to create scaffolding packets. Teachers will be mentored on how to use the scaffolding questions. These examples are used to build on the students' basic knowledge of the concept while building on their ability to problem solve.
- Use of data will be derived from the teacher's formative assessment - conferring notes. Teachers will note the individual student's strengths.
- The teacher will sit with individual students and record their progress and areas of weakness in a particular concept and develop student goals to address the weakness. This information helps the teacher link peer mentors as well as whom to focus on during the intense study of the subject area.

	<ul style="list-style-type: none"> • We will also use data from NYSTART to determine which content areas individual students performed weakest in on the 2009-2010 state tests. • Student’s achievements will provide evidence of grade appropriate knowledge. Teachers will use the data for grouping and deciding who requires additional support, such as AIS after school programs and Saturday Academy.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Funds will be set aside to fully support and provide time in the school day as well as after school for a minimum of two inquiry teams, totaling 10 staff members.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Labeled data binders are easily accessible in each classroom. Data may include Class at a Glance, Reports from Acuity, SMART Goal organizers, ELA Item Analysis, Conference Notes. Teachers will be responsible to create their own binders using but not limited to the resources named above. These binders will be regularly checked by peers, coaches and administrators at weekly grade level meetings and monthly school wide learning walks as well informal and formal visits by administrators. • ACUITY student reports based on Instructional Resources. • Professional Development Agendas to include topic, materials distributed, and follow-up conference notes to ensure goal objectives are disseminated to teachers. • Student portfolios to contain Proficiency Rate graph and reflection. Portfolios of students assessed with DRA include Student Book Graph and reflection. • Middle School student writing reflections contained in writing portfolios in which students reflect on their growth as writers, development of Mid Year Instruction Action Plans in which teachers analyze data from writing assessments to determine the direction of literacy instruction post ELA in grades 3-8. • Standard Item Analysis of student performance in reading skills contained in data binders; Best Practices in lessons that address student needs according to data collected from practice ELAs.

	<ul style="list-style-type: none"> • A periodic review of student notebooks and teacher/student conference notes. • Formal observations by supervisors as well as informal observations by both coaches and supervisors.
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Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop a rigorous ELA program K-8 that will lead to PS/MS 280 successfully meeting its AYP in all ELA categories by June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Bi-Weekly grade level meeting to address any issues of the curriculum planning in regards to literacy. • Hire two experienced full time coaches in Literacy for grades K-4 & 5-8 to work with all staff. The coaches will work with all teachers in Literacy development. The coach will meet with the teachers to plan units of study. • The coaches will plan and implement guided reading in grades K-4 and in grades 5-8 Literature circle/book clubs. • Both coaches will present demo reading/writing lessons for each grade as well as individual teachers. Some teachers will be selected for more focused instruction over several weeks. In this model the coach will work on a three-week cycle. The coach will execute the lessons for the first week. The teacher will observe and take notes. In the second week coach will co plan the lessons with the teacher but will execute the lesson. In week 3 the teacher will plan the lesson and execute with coach observing. • Teachers on each grade will meet a minimum of one period a week to plan and share.

	<p>Each meeting will also consist of a visit from one of the coaches to provide support as well as professional development.</p> <ul style="list-style-type: none"> • Implement an Enrichment program for accelerated classes in grades 5-8 to ensure rigor and high leveled thinking activities. • All day staff development will be focused on Literacy training in guided reading/acuity/curriculum planning. • Relocating all guided reading material and professional development books to a central location in the building. • Training in best practices conferring interdisciplinary planning topics to specific Professional Development: <ul style="list-style-type: none"> • Differentiated learning • Assessment data to drive instruction • Foundations training in grade K • Developing balance Literacy in every classroom. • Developing using guided reading in grades k-4. • Planning to meet the needs of the ELL population. • Accountable talk/literature circles in the middle school.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Teachers will be offered per session after school to meet with coach for planning and professional development. • Purchasing of additional resources to provide our coaches with professional literature. • Purchasing of new guided reading material for grades k-4. • Purchasing of literature book for the grades 5-8 book clubs.

	<ul style="list-style-type: none"> • Purchase of grammar and vocabulary books in grades 3-6. (not sure which grades received the grammar/vocabulary books) • Purchase Hampton Brown Reading Series for our ELL population. • Purchase of staff development training from Hampton Brown for the ELL teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • DRA/Rigby tracking sheet to gage progress in Literacy. • The coaches will have weekly logs/schedule that noted conference, demo lessons and observations. • All grade leaders will have documentation of each grade level meeting. • Purchase orders of the professional books, guided reading material and Foundations orders. • Copies of after school per session curriculum planning. • Agendas and materials from professional development in and out of the school.

Subject/Area (where relevant): ALL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase parent involvement. To build a stronger partnership with parents so they will be more likely to play an active role in supporting their children’s education. It will be our goal to increase the response rate on our parent surveys from 34% to at least 40% by June 2010.</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

1. All PS/MS 280 staff will be more open to welcome our parents in to be partners with us in fostering their child's educational experience to be the best it possibly can. Administration will inform the staff of this initiative at the opening faculty conference.
2. Use of new PS/MS 280 website to provide parents with a wide source of information.
3. Teachers will provide all parents with their DOE e-mail account and openly communicate with parents.
4. Parents will be informed of the purpose and different uses of ARIS, passwords will be given to all parents and training will be available to all parents interested.
5. Establish one parent for each grade to be the "Grade Parent". This parent will work closely with the teacher who is the "Grade Leader". The parents will assist in distributing information to parents and generating more parent involvement.
6. Monthly progress reports done by students. These reports will be piloted in grades 5-8 this year. Each report will show the student grades in each academic area followed by their own evaluation of how they did. The bottom of the form allows for teacher feedback and requires a parent signature.
7. Monthly meetings with the PA president in order to sustain a strong partnership with the PA.
8. Hold parent-teacher conferences. Specifically, those conferences will be held:
 - b. Curriculum Night, in September, 2010.
 - c. Parent-Teacher Conferences are held twice a year, in November (Fall) and March (Spring). The dates are determined by the Chancellor's official Department of Education School Calendar.
 - d. Additional conferences are held on an as-needed basis, requested by the teacher, administrator or parent.
9. Provide parents with frequent reports on their children's progress. Specifically, the

school will provide reports as follows:

- a. Report Cards are distributed and discussed at Parent Teacher Conferences in November and March
- b. Additional reports are provided at Promotion-In-Doubt meetings in January as part of our Mid-Year Assessments.
- c. A teacher may, at their discretion, arrange additional meetings with parents

10. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- a. Curriculum Night – September, 2010
- b. Parent-Teacher Conferences in November, 2010 and March, 2011
- c. Frequent reports to parents
- d. Teachers also supply parents with copies of their prep schedule and times of availability. This is done in written form, immediately upon commencement of the school year in September

11. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- a. Author/Writing Celebrations
- b. Earth Day Celebrations
- c. Holiday Assemblies
- d. Bimonthly Award Assemblies
- e. Classroom Volunteers
- f. Volunteer to go on trips or outings
- g. Schoolwide Parades
- h. Field Day in June

12. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

	<p>Provide translation and oral interpretations during meetings with use of Parent Coordinator, Parent Volunteers and selected school staff. IEP teacher, Social Worker, Guidance Counselor and SAPIS Counselor will be available to meet with parents with disabilities.</p> <p>13. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.</p> <p>14. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.</p> <p>15. Parents will have the opportunity to choose one after school program for themselves. This program will also have baby sitting.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>At minimum 1% of title I money will be set aside to support all the items listed in the action plan.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Sign in sheets will reflect the parent attendance at: <ul style="list-style-type: none"> a. Curriculum Night – September, 2010 b. Parent-Teacher Conferences in November, 2009 and March, 2010 c. Author/Writing Celebrations d. Earth Day Celebrations e. Holiday Assemblies f. Bimonthly Award Assemblies g. Classroom Volunteers h. Volunteer to go on trips or outings i. Schoolwide Parades j. Field Day in June

	<ul style="list-style-type: none"> • “Grade Leaders” will keep folders/notebooks documenting communication between the “Grade Parent” • The availability of information on the ps/ms280 website. • A review of e-mail communication from teacher to parents. • A review of the monthly student progress reports with parent signatures. • The overall review of the parent, teacher and student surveys from the “School Learning Environment Survey” •
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Subject/Area (where relevant): ELA/Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Identify our neediest students and provide support for their progress. Our neediest students will be all students who did not make yearly progress as well as all level 1 and 2 students. We will increase the “median growth percentile for the school’s lowest 1/3 students” by .3 by June 2011. For example the “median growth percentile for the school lowest 1/3 students” on the 2010 state tests was 75.0. It will be our goal to increase this to 75.3 or more.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Identify one additional teacher for each grade K-8 to provide intensive small group instruction in reading and math. • Increase the use of multiple and varied assessments in all grades. • Provide Acuity Login for students and teachers in grades 5-8 to access differentiated instructional resources and custom tests. • Provide long term professional development on differentiated instruction

	<ul style="list-style-type: none"> • Use of data to identify students at risk and high level students not making basic progress and inform us on how to meet their academic needs. • Distribute exact proficiency rates to all teachers, students and parents. Have students set specific goals on how they can increase each increase tier own proficiency rate in each subject. • Use of intervention programs(ie, Passport Voyager and Wilson to small groups of students). • Incorporate a Study Skills/ Peer Tutoring program 2x/ week in grades 6-8 • Provide parents with feedback. • Provide differentiated instruction to these target populations through the use of higher order tasks that challenge students to develop deeper answers. • Provide students with AIS programs after school hours as well as on Saturday's. Increase parent contact to ensure that the students who need to attend these programs do on a consistent basis. • Monitor student progress through child studies, and IEP's. • Develop a database system that tracks the periodic progress of all students identified in the progress report that do not make basic progress.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • More money will be put in to the budget to increase our classes in both our two day a week AIS after school program and AIS Saturday Academy. • C4E allocations will used to hire the K-4 literacy specialist.

Indicators of Interim Progress and/or Accomplishment

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

- Staff organization sheet.
- Individual teacher schedules.
- Review of teacher lesson plans to include higher level questioning and task sheets.
- Literacy and Math Coach Professional Development Agendas, feedback and conference notes
- Results of periodic assessments integrated with our tracking database.
- Develop a differentiated set of Math portfolio tasks that allow students access to higher order thinking.
- Greater home-school cooperation will be viewed through parent responses to the feedback that is sent home.
- More mainstreaming of special education students.
- Writing samples greater clarity with improved use of acceptable writing conventions.
- Increase in number of students in AIS programs by at least 50 students.

Subject/Area (where relevant): _____

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

To provide teachers with professional development during the school day on a consistent basis. The Progress report Learning Environment domain for teachers will rise from a score of 6.9 to at least 7.2.

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Use an experienced full time mentor to work with all new teachers and some second year teachers. This mentor will observe each of the teachers once a week and follow up that observation with a conference during the teacher's next available preparation period.
- Hire two experienced full time coaches in Literacy for grades k-4 & 5-8 to work with all staff. The coaches will work with all teachers in Literacy development. The coach will meet with the teachers to plan units of study
- Replace the math and literacy coaches small group instructional periods with an experienced teacher on each grade, thus allowing these coaches more time in their schedule to meet with teachers, model lessons for teachers, and perform informal classroom visits.
- Teachers on each grade will meet a minimum of one period per week to plan and share. Each meeting will also consist of a visit from one of the coaches to provide support as well as professional development.
- Purchasing of additional recourses to provide our coaches with the necessary materials to support the teachers that they work with.
- Participation in Professional Development opportunities given by the UFT, colleges, P.S./M.S. 280, ISC, and other contracted vendors.
- Provide an array of resources in Staff Developer/Coaches Room: copy machine, leveled books Literacy, Math, Social Studies, writing, as well as planning resources to meet focused student needs.
- Support use of pacing calendars through the monthly monitoring process
- In-house technology training by increasing the technology support periods of the school technology teacher.
- Opportunities to reflect on student work (e.g., study groups, use of rubrics for greater consistency and uniformity in assessing writing.

	<ul style="list-style-type: none"> • Provide opportunities in Math to “Look at student work” across the grade with common assessment tasks such as the journal writing tasks. • Grade meetings/collaborations with peers: common preps for each grade facilitated by Teacher Grade Leaders. • Training in best practices, conferring, interdisciplinary planning: topics for specific Professional Development: <ul style="list-style-type: none"> ○ (a) using assessment data to drive instruction ○ (b) increasing domain knowledge ○ (c) developing a Balanced Literacy program in every classroom (d) Interdisciplinary Studies – making connections ○ (e) developing comprehensive lesson plans ○ (f) conferring –its implications (Math, Literacy, Writing) ○ (g) Put Reading First (phonics, phonemic awareness, fluency, comprehension ○ (h) planning to meet the needs of ESL/ELL children ○ (i) using Best Practices to develop competent spellers, and an extensive oral/written vocabulary ○ (j) planning differentiated lessons both through using Learning Style data and differentiating tasks ○ (k) Integrating the Arts into classroom activities ○ (l) Accountable Talk/Literature Circles
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Hire two experienced full time coaches in Literacy for grades k-4 & 5-8 to work with all staff. The coaches will work with all teachers in Literacy development. The coach will meet with the teachers to plan units of study. Contract for Excellence allocations will be used to fund there two new positions. • Teachers will be offered per session after school to meet with coach for planning and professional development. • Purchasing of additional resources to provide our coaches with professional literature. • Purchase Hampton Brown Reading Series for our ELL population. • Set aside additional funds to be able to pay teachers to professional development from outside sources.

Indicators of Interim Progress and/or Accomplishment

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

- Each support person or provider will document their contact time with each recipient to show the variety of professional development supplied. Suggestions for further PD will also be included in the documentation.
- The new “teacher effectiveness” data will be closely monitored and discussed at cabinet meeting to prioritize additional support.
- All new teachers will have a Professional Development portfolio documenting their professional growth by providers.
- A trial recording system will be introduced to document the frequency and outcome of professional contact meetings. These are intended to show a wide range of effective supports and outcome for teachers.
- Use a self assessment survey in December to monitor satisfaction.
- All grade leaders will have documentation of each grade level meeting in a labeled binder or notebook.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note:** Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.

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 SINI AND SRAP SCHOOLS

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

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

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	80	80	N/A	N/A	5	10		
1	85	85	N/A	N/A	5	3		
2	84	85	N/A	N/A	5	4		
3	86	86	N/A	N/A	10	5		
4	94	94	0	0	12	6		
5	92	92	0	0	15	10		
6	30	30	0	0	10	10	5	
7	29	29	0	0	10	5	5	
8	37	37	0	0	15	5	5	
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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Wilson</p> <p>Guided Reading</p> <p>After School Program</p>	<p>Small group instruction in phonemic awareness, phonics, word study and reading comprehension is provided one period a day during the school day.</p> <p><u>Grade 1-</u> small group instruction is provided during the day. Leveled and Big Books are employed by the Educational Assistants who are assigned to the program for one period a day.</p> <p><u>Grade 2-3-</u> small group instruction using Trade and Leveled Books is provided by Class Size Reduction Teachers</p> <p><u>Grade 3-4-</u> The Guided Reading Specialist “pushes-in” to work with AIS children. She uses Trade Books with her small group of students.</p> <p><u>Grades 3-8 -</u> level 1,2 and low level 3 students are identified to work in small class sizes (15 or less) for extended instruction for an hour and a half on Tuesday and Thursdays and for 3 and a half hours on Saturdays.</p>
<p>Mathematics:</p>	<ul style="list-style-type: none"> - Focused lessons are provided by the Math Coach, upper grade Math Support Teachers and other Support Teachers to children who need additional assistance. One period a day is given to this initiative. - level 1,2 and low level 3 students are identified to work in small class sizes (15 or less) for extended instruction for an hour and a half on Tuesday and Thursdays and for 3 and a half hours on Saturdays
<p>Science:</p>	
<p>Social Studies:</p>	
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The Guidance Counselor meets once or twice a week with children identified as in need of emotional/social support. The meetings are either one-on-one or small group, issues determining the size of the group and area of focus.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist meets once or twice a week with children identified as in need of emotional/social support. The meetings are either one-on-one or small group, issues determining the size of the group and area of focus.</p>

At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	The nurse sees children with 504's either for daily monitoring (i.e., blood sugar level count, asthma, meds, feeding tube, etc) or on an "as needed" basis. The frequency is determined by the child's health issue.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) –

**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 Hot 104	District 10	School Number 280	School Name
Principal James Weeks		Assistant Principal type here	
Coach type here		Coach Dahiana Adames	

Teacher/Subject Area type here	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other ELL Coord.- Rosalia Medina
Network Leader JoAnn Benoit	Other Tstng.Coord.-Antoinette Dibiase

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

C. School Demographics

Total Number of Students in School	809	Total Number of ELLs	154	ELLs as Share of Total Student Population (%)	19.04%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

Paste response to questions 1-6 here

The School

Public School/Middle School 280 is currently a Kindergarten through eighth grade school. This school is located in the Norwood section of the Northeast Bronx, an area that is characterized by economic deprivation. Our students are multi-ethnic, representing New York's newest immigrants; most of the children who attend our school are minorities, the majority of these being Latinos (69%) of which 20% of these children are ELLs. Our most recent immigrants are predominately from Mexico and the Dominican Republic. Other immigrant groups include Albanian (2%), Bulgarian (2%), Arabic (5%), Urdu (3%), and Bangladesh (8%). The languages spoken by our English Language Learners are Albanian, Arabic, Bengali, Bulgarian, Urdu, and Filipino. Presently we have ELLs in all our Kindergarten through 8th grade classes.

At registration, parents are given a packet which includes a Home Language Survey and a Parental Option Form. Once the forms have been filled, the ELL Coordinator carefully examines both forms and interviews the parents. The ELL Coordinator determines placement based on the parental option form. Careful consideration is given to the parents' first choice. If the parent requests a program that we do not offer at our school, they are informed what school has that program. If parents reject the transfer, the default is the second or third choice. The programs are explained to the parents at registration as well as during the new parent orientation. For the past few years, after reviewing the Parent Survey and Program Selection forms, the trend in program choices has been monolingual classes with ESL services. Although parents are informed about the three program models, the majority of our parents request ESL in lieu of Transitional Bilingual and Dual language programs. The school ensures that the Entitlement letters and Parent Survey and Program Selection forms are distributed and returned: parents and staff are informed about the importance of these forms. All avenues of communication are employed, phone calls are placed, meetings are arranged, letters of reminders are sent home and parents are allowed an open door policy that allows them the comfortability of meeting with a staff member that can address their concerns at any time throughout the school day.

As per State Law-under CR PART 154, the children are tested within ten days of registration and the LAB-R is hand scored in order for the services to be provided on a timely basis. After scoring the LAB-R, students are grouped by language proficiency levels- Beginner, Intermediate and Advanced.

Program Model Descriptions:

It is our belief that ELLs acquire English language skills by being immersed in the language. The program model currently used at our school is English as a Second Language (pull-out and push-in models). In order for our school to facilitate ELLs meeting the NYC/NYS standards, the children are grouped by language proficiency levels and differentiated instruction is encouraged. Throughout the program, individual student needs are closely monitored. In addition, children are monitored via teacher observation, assessment and Standardized Tests.

English as a Second Language Program

The students are provided with instruction in English using ESL methodologies and strategies. The teachers plan their lessons according to the language proficiency as determined by the LAB-R or the NYSESLAT. Every teacher participates in staff development and is given the opportunity to develop a partnership with experienced teachers. The ESL teachers work closely with the classroom teachers to ensure quality instruction. Additionally, ELLs who have passed the LAB-R or NYSESLAT are considered for an extra two years of ESL support including testing accommodations of up to a year as per NYSED Board of Regents.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	4	4	3	2	5	3	2	2	1					26
Total	4	4	3	2	5	3	2	2	1	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	154	Newcomers (ELLs receiving service 0-3 years)	125	Special Education	22
SIFE	2	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	125	0	11	28	2	10	1	0	1	154
Total	125	0	11	28	2	10	1	0	1	154

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	23	21	17	8	14	8	8	12	8					119
Chinese														0
Russian														0
Bengali	3	2		2	3	1	1		1					13
Urdu	3		1											4
Arabic	1	1	1	2		2			1					8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1				1		1						3
Other		2	2					3						7
TOTAL	30	27	21	12	17	12	9	16	10	0	0	0	0	154

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.

Paste response to questions 1-4 here

At present the numbers of ELLs being serviced are as follows: K=30, 1st grade=27, 2nd grade=21, 3rd grade=13, 4th grade=17, 5th grade=12, 6th grade=9, 7th grade=16 and 8th grade=10. The number of ELLs being serviced is 154. This number includes both part time and self contained special education students. Nineteen percent of our school population are ELLs. Our ESL teachers are certified and provide both Pull-Out and Push-In ESL instruction. Beginners and Intermediate ELLs are provided with 360 minutes per week of ESL instruction and Advanced ELLs are provided with 180 minutes of ESL and 180 minutes of ELA instruction. The ESL students are homogenously grouped.

P.S./M.S. 280 has a 5/6 self-contained Special Education class, a 7th grade Integrated Co-Teaching class, a 1st grade bridge 12:1:1 class and a self contained Kindergarten Special Education class 12:1. The school is addressing alternative placement in Special Education by supporting students who are in the mainstream and providing them with all the support services they require or are entitled to. Such services include: an educational assistant to support the child's academic needs, occupational therapy, speech therapy, physical therapy, SETSS(Resource Room), Wilson Reading program, guidance counseling, I.S.T. evaluations/child study, updated IEPs, referrals with follow-up phone calls and feedback, parent meetings to discuss student progress, monolingual placement and bilingual referrals as well as CSE Type III alternative placement.

The plan for newly arrived ELLs includes a parent workshop or individual conference for the selection of a program that best meets the needs of the ELLs and their parents. Once our ELLs are identified and placed in their program selection, they are then provided with the services of English as a Second Language using the push-in and pull-out models. In addition, our ELLs are provided with a class buddy/partner, AIS, differentiated instruction, scaffolding, SIOP model, time for transition and after school programs. In order to address the No Child Left Behind policy, student's progress is tracked and monitored as these children will be required to take the ELA after one year. To ensure students are prepared, the ESL teacher provides these students with two ESL units with intense focus on language acquisition. In addition, these children also receive English Language Arts in their program.

Long term ELLs are provided with all mandated services and safety nets such as AIS support in Literacy and Math, Saturday Academy, individualized or small group instruction and regular meetings with the guidance counselor. The ELL Coordinator monitors their progress and ensures that they receive the necessary services. Teachers provide students with meaningful feedback on their work and allow students the opportunity to self assess and set educational goals for themselves. In addition to the city and state standards, teachers provide exemplars so students can have models. Students are also trained on different rubrics for the various writing genres. They are encouraged to make connections across other disciplines. Accountability also includes monitoring the funding allotted to facilitate second language acquisition and the effective use of classroom materials purchased. The materials purchased vary and are age appropriate. Instructional materials include collections from Hampton Brown-Avenues for grades K-2, Lakeshore manipulatives such as create a Word and flip charts, Into English, English at your Command, Rigby for ELLs, authentic literature from Lectorium, book baggies with tapes, bilingual supplementary libraries and dictionaries, updated software like Leap Frog, Big Books and thematic units. All supplementary materials are used to enhance context and content skills. The following are used as support: hands-on manipulatives, realia, pictures, multimedia, demonstrations, adapted text, graphic organizers, outlining, note taking, leveled texts and study materials, highlighted and taped text, literature circles and cooperative grouping.

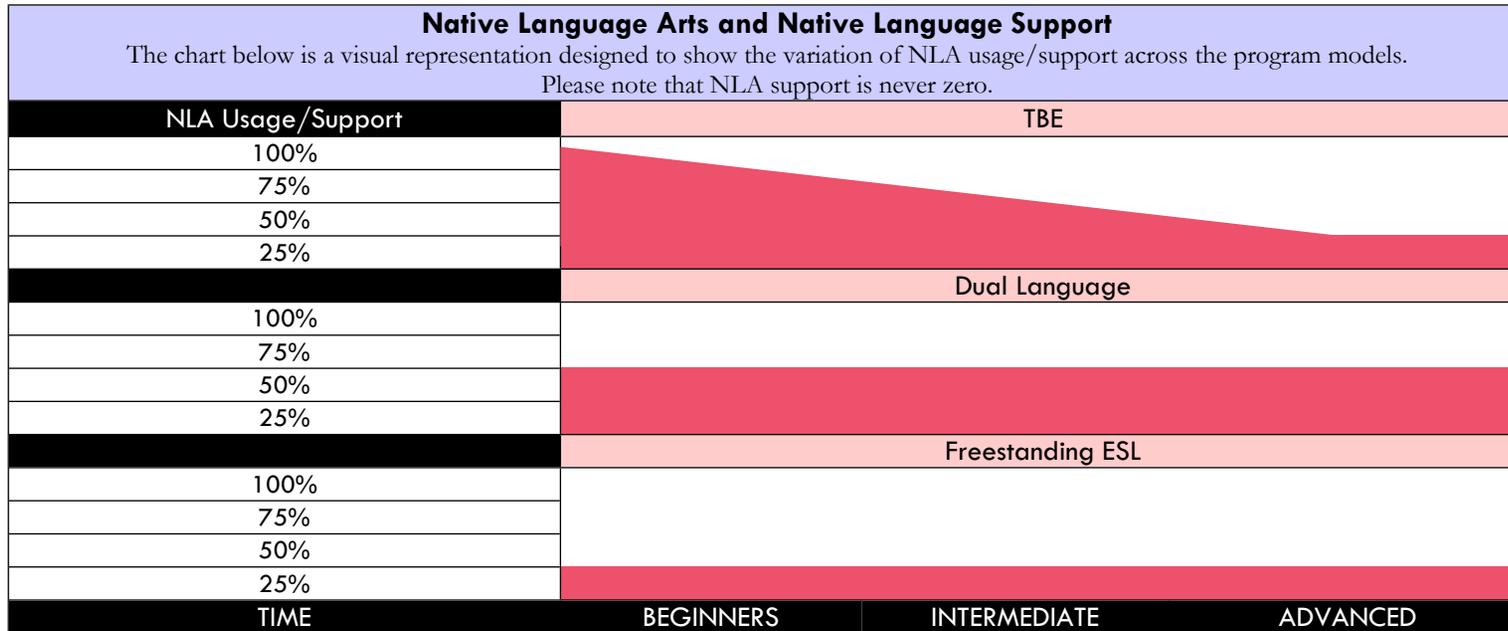
Students receiving 4 to 6 years of English as a Second Language are also monitored in order to provide them with tailored instruction based on the results of the NYSESLAT modalities, ELA, State exams, teacher assessments, class work and homework. Afterwards, the students are provided with services according to their individual needs. These services may include Foundations, Wilson, Guided groups for Reading and Writing, Early Intervention/At risk and Extended Day.

Students who are SIFE are also provided with additional services. Parents are interviewed at registration to further assist the school with information pertinent to the child’s educational background thus ensuring proper class placement. When students arrive at our school, they are given an informal assessment. Students are assessed in their classrooms and are provided with the opportunity to work with small multi-level groups. We do our best to pair the SIFE students with another student of the same country in order to provide them with additional support. The students are reintroduced to a school setting. Students and parents are also given the opportunity to meet with a guidance counselor, the dean and the teacher. Staff members are also made aware of these students and are provided with ideas, activities and training that can further facilitate and support them. These students are also carefully monitored in order to devise a plan that would focus in on the their weaknesses and strengths. In addition, they are provided with the same educational materials as all the other ELLs.

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

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

The targeted intervention programs for ELLs in ELA , math and other content areas are: Academic Intervention Services, Guidance Counseling, Small Group Instruction, Wilson, Foundations, Saturday Academy and Title III After school for ELLs.

All ELL subgroups are afforded equal access to all school programs. Because our ELLs are on different language proficiency levels, ELLs are able to take advantage of various programs as long as they met the criterion of the programs. In order to provide ELLs who have passed the NYSESLAT with transitional support, the children will be tracked and minotored. In doing so, support will be provided in the subject areas as needed per individual students. Title III will also be offered to these students as well as testing accomodations. All our 6th grade students, including ELLs, are currently participating in the Computers For Youth (Collaborative Grant). Every six grade student will be provided with a desk top computer for use at home. All our ELLs are exposed to Smart boards, laptops and classroom computers. The programs used vary. As part of the Title III After school program, the children will be using Rosetta Stone and RIGOR from Benchmark.

Some of the assessments tools the school uses to assess the early literacy skills for ELLs are ECLAS-2 (k-3), RIGBY-Running Records and Guided Reading (k-3), DRA (3-8), ACUITY and Fountas and Pinnell for leveling books. In addition, the ESL teachers use Hampton Brown-Avenues and Benchmark-Explorers. In Avenues, the children are assess per unit by language proficiency level. Teacher observation and teacher created differentiated assessment for example, performance sampling based on a specfic task, integrated curriculum projects, multimedia presentation, story reenactment, leveled questions, dioramas, cooperative group presentations, buddy presentations and language experience activities. Although our school does not have a bilingual program, bilingual books, dictionaries,word walls, and labeling is encouraged throughout the school and implemented in the ESL classroom. Academic language and visual scaffolding facilitates ELLs participation throughout the content areas. Cloze activities are helpful for reading comprehension. Various other strategies will be utilized as well.

The literacy School Inquiry Team is presently involved in analyzing the results of the ELA and working with the 6+1 Writing Traits. The math School Inquiry Team is presently involved on the development of math vocabulary. Presently they are focusing on the development of math vocabulary for ELLs from grades 6-8. These ELLs will be serviced through small group instruction and various strategies will be used.

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

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Teachers must meet State certification licensing requirements. The teachers are licensed in the area in which they teach. The staff is provided with many opportunities for professional development on various topics that address the needs of the ELLs both in the mainstream and special education. This year various workshops will be offered during grade meetings, common preps, professional development, volunteer lunch time meetings and afterschool. The topics covered will include the following:

- Who are our ELLs and how are ELLs identified-HLIS/LAB-R?
- Lesson planning and correlation with the standards and performance indicators
- Examining the language proficiency levels and developing sample lessons
- What is the NYSESLAT?
- Tailoring lessons in the content areas to further meet the needs of ELLs
- Reviewing the ELL standards and distributing the standards to all new teachers
- Stages of Language Acquisition
- BICS & CALP
- Examining the four language modalities Listening, Speaking, Reading and Writing and creating activities for each

- Jose P. Training update
- SIOP model & Differentiated Instruction
- Scaffolding Language and Scaffolding Learning By Pauline Gibbons
- Addressing the Learning Styles

In addition, all staff members are encouraged to meet once a week for grade planning. The ESL, special education, and the monolingual staff meet and plan collaboratively. Teachers also meet with the ELL Coordinator to facilitate the implementation of future instruction as well as the use of the ESL toolkit and to address compliance issues. The Testing Coordinator works closely with the ESL staff in ordering grade specific and age appropriate materials, test prep booklets and providing on-going staff development with an emphasis on test taking strategies and thematic units.

Both the Literacy and Math coaches meet and plan with the staff, present and model demonstration lessons and attend grade meetings. In addition, the Inquiry Team meets on a weekly basis to set and meet common goals. A lead or support teacher is chosen from grades 2-8 to represent the various teachers. Every classroom teacher targets specific children for the Inquiry Team to focus on. The purpose of this team is to record student's behavior and performance and plan specific instruction that meets the students' needs. Additionally, the inquiry team also devises lists of strategies and creates lessons that alligns with the performance standards.

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?

Paste response to questions 1-4 here

Parents are welcomed at are our school. Developing a strong bond between the home and school community is essential for academic success. When parents are involved in their childs' education, children become more enthusiastic as well. Parents are encouraged to volunteer at our school. Once they have medical clearance and have attended the Learning Leader workshop, they can assit in the lunchroom, classrooms, chaperone trips or help out at school events. At present, there is a Parents Association which meets once a month. Parents elect their own cabinet members: President, Vice-President, Treasurer and Secretary. The Parent's Association collect annual membership dues and promote and execute fund raisers. The P.A. funds various school activities, including but not limited to, kindergarten barbecue, graduations, senior breakfast and teacher appreciation luncheon. ELL parents are welcomed to attend these meetings as well. ELL parents are provided with interperators which facilitate communication in the parents native language. The PA , Parent Coordinor and the school provide workshops for parents on all subjects. The topics range from "Health Awareness" to "How to help your child study for the ELA/Math exams". The parent coordinator has developed a relationship with orgnizations such as Metro Plus and Affinity. These health plans also provide our parents with workshops on varied topics. At present our school offers an ESL after school program for parents where childcare is also provided. Since many of our parents are interested in returning for this class, this year the goal is to open another ESL class. One class will service Beginners and a second will service Intermediate and Advanced parents. To further promote parental involvement, it is a school goal to establish a "Grade Parent" for every grade. These parents will work collaboratively with the grade leader of their grade. These grade parents will disemminate information to other parents regarding their perspective grades thus promoting more parental involment.

In addition parents are also involed in the School Leadership meetings. During this meeting, the parents association president and elected

parents meet with the Principal, elected teachers and the UFT representative as per Chancellor's Regulation A-655. Parents needs are evaluated through parent surveys, parent-teacher conferences and individual meetings. Parental involvement is also encouraged through author and writing celebrations, awards assemblies, curriculum night, parent-teacher conferences and school events. A parent bulletin board has been set up to display the upcoming school events, news, reminders, lunch menus, workshops and monthly calendars. In addition, parents will be offered special training on ARIS and how to help their child at home. In order to further foster communication, parents will also be provided with their child's teacher's DOE email address. Furthermore, the P.S./M.S. 280 website will also provide parents with a variety of schoolwide information. The Parent Coordinator also sends out e-mails to parents informing them about upcoming events and workshops. The Coordinator also addresses personal parent issues and questions. Once a year the parents are encouraged to fill out The Learning Environmental Survey. The results of this survey as well as input at the P.A. meetings are considered when evaluating parents' needs.

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)	6	17	8	3	3	2	3	5	7					54
Intermediate(I)	10	4	2	3	3	4	2	1	1					30
Advanced (A)	14	6	11	7	11	6	4	10	2					71
Total	30	27	21	13	17	12	9	16	10	0	0	0	0	155

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		2	1	0	0	0	0	1	1				
	I		14	3	2	1	1	0	2	2				
	A		8	12	1	3	3	5	6	2				
	P		4	13	11	14	12	4	6	2				
READING/ WRITING	B		16	5	1	2	0	1	1	4				

	I		3	2	4	3	4	3	2	1				
	A		2	4	5	11	4	4	8	2				
	P		7	18	4	2	8	3	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	3	6	0	11
4	4	9	2	0	15
5	4	2	0	0	6
6	3	4	0	0	7
7	1	2	0	0	3
8	3	1	0	0	4
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	4		2		6		2		14
4	1		9		5		1		16
5	2		4		2		0		8
6	2		7		1		2		12
7	2		4		0		0		6
8	3		3		2		0		8
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		4		10		0		16

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	2		3		2		0		7
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	5		2		2		0		9
8	5		1		1		0		7
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				

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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								

After reviewing and analyzing the assessment data, answer the following

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.

What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

For each program, answer the following:

- a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Paste response to questions 1-6 here

Some of the assessments tools the school uses to assess the early literacy skills for ELLs are ECLAS-2 (k-3), RIGBY-Running Records and Guided Reading (k-3), DRA (3-8), ACUITY and Fountas and Pinnell for leveling books. In addition, the ESL teachers use Hampton Brown-Avenues and Benchmark-Explorers. In Avenues, the children are assess per unit by language proficiency level. Teacher observation and teacher created differentiated assessment for example, performance sampling based on a specific task, integrated curriculum projects, multimedia presentation, story reenactment, leveled questions, dioramas, cooperative group presentations, buddy presentations and language experience activities. Although our school does not have a bilingual program, bilingual books, dictionaries, word walls, and labeling is encouraged throughout the school and implemented in the ESL classroom. Academic language and visual scaffolding facilitates ELLs participation throughout the content areas. Cloze activities are helpful for reading comprehension. Various other strategies will be utilized as well.

The literacy School Inquiry Team is presently involved in analyzing the results of the ELA and working with the 6+1 Writing Traits. The math School Inquiry Team is presently involved on the development of math vocabulary. Presently they are focusing on the development of math vocabulary for ELLs from grades 6-8. These ELLs will be serviced through small group instruction and various strategies will be used.

Assessment Analysis of the LAB-R/NYSESLAT 2009-2010

The data reveals that 34% of our ELLs are Beginners, 19% are Intermediate and 46% are at the Advanced level. The data further reveals that as children transition from one grade to the next, they generally move up a proficiency level or remain on the same level. In addition, the pattern across the four modalities, listening, speaking, reading and writing indicates that children who scored advanced were not able to meet proficiency levels due to low combined scores in reading and writing. The modality analysis indicates that more students in grades 1-8 scored at a higher proficiency rate in Listening/Speaking in comparison to Reading/Writing. Sixty six students scored proficient in L/S as opposed to 44 children who scored proficient in R/W.

According to the most recent English Language Arts exam, 18% of our 3rd grade ELLs scored at Level I, 27% scored at level II and 55% scored at level III. In the 4th, 27% of our ELLs scored at Level I, 60% scored at Level II, and 13% at Level III. In the 5th grade, 67% of our ELLs scored at Level I, 33% scored at Level II and 0% scored at Level III. In the 6th grade, 43% of our ELLs scored at Level I, 57% scored at Level II and 0 scored at Level III. In the 7th grade, 33% of the ELLs scored at Level I and 67% scored at level II. In the 8th grade, 75% scored at level I and 25% scored at level II.

According to the most recent New York State Math exam, 29% of our 3rd grade ELLs scored at Level I, 14% scored at Level II, 42% scored at Level III and 14% scored at Level IV. In the 4th grade, 6% of our ELLs scored at Level II and 56% scored at Level II, 31% scored at Level III and 6% scored at Level IV. In the 5th grade, 25% of our ELLs scored at Level I and 50% scored at Level II, and 25% scored at Level III. In the 6th grade, 17% of the ELLs scored at Level I, 58% scored at Level II, 8% scored at Level III and 16% scored at Level IV. In the 7th grade, 33% of the ELLs scored at Level I and 67% scored at Level II. In the 8th grade, 37% scored at level I, 37% scored at Level II and 25% scored at Level III.

One thing is evidently clear: our ELLs performed better in the NY State Math exam than on the ELA: more ELLs scored at level III in math as opposed to the ELA where more of our ELLs scored on Level II.

According to the New York State Science exam, the 4th grade results were as follows: 13% of the ELLs scored at Level I, 25% scored at Level II and 62% scored at Level III. In the 8th grade, 29% scored at Level I, 42% scored at Level II and 28% scored at Level III. The results of the NYS Social Studies exam reveals in the 5th grade, 55% of our ELLs scored at Level I, 22% scored at Level II and 22% scored at Level III. In the 8th grade, 71% scored at Level I, 14% scored at Level II and 14% scored at Level III. Our ELLs performed at a

higher percentage at Level III in Science than in Social Studies.

Implications

Our ELLs are closely monitored and are provided with ESL services as per New York State CR Part 154 mandates. English Language Learners who are Beginners and Intermediates are provided with 360 minutes per week and Advanced are provided with 180 minutes of ESL and 180 minutes of ELA. The ESL teachers as well as the classroom teachers who have ELL students, group them according to their language proficiency levels. The ESL teachers create rigorous and challenging lessons that promote the four language modalities of Listening, Speaking, Reading and Writing. In addition, an array of teaching materials, tools, manipulatives and literature pieces are used to compliment the different learning styles. Since the data reveals that our ELLs are not performing as well on the Reading and Writing combined modalities subtest of the NYSESLAT and ELA, there will be a greater focus in these areas. Children will be given additional scaffolds that will target literacy and writing instruction as well as reading and writing strategies. The ELLs will also have the opportunity to participate in all programs available to non-ELLs. The Writing Wednesday Initiative will provide ELLs with the feedback they need to improve in writing. The children will internalize various writing rubrics as well as being exposed to exemplars and analyzing their own exam

Part VI: LAP Assurances

Command, Continental Press and thematic units of study. Teachers will monitor ELLs progress using data, formal and informal assessments such as ELL interim assessment, Bigby, running records, ECLAS II, DPA, Periodic & Standardized assessments and writing and math benchmarks. ELLs will be provided interventions.

In conclusion, sit students. Students track their work. The the NYSESLAT as w

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		11/1/10
	Coach		
	Guidance Counselor		

Additional Info

Please include any a attach/submit chart

Paste additional int

P.S./ M.S. 280 is committed to excellence in both our school and classroom environment as well as the performance of our children as evidenced by their work. Public/Middle school 280's strength lies in the strong work ethics of its staff. The staff considers itself a school family, working together as a team in partnership with parents in order to achieve common goals. Our total ELL population is 154 students.

The goal of our ESL Title III program is to enable the children to become English proficient and to meet the NYC/NYS academic and performance standards. It is our belief that ELLs acquire English language skills by being immersed in language. The children will be taught in English, but Native Language will be used to provide support to children who need it. The teachers will incorporate various ESL strategies and good practices in their lessons. The ESL standards will be an integral part of lesson planning. After analyzing the NYSESLAT and LAB-R results, the data indicated a need for an afterschool program which will consist of 5 classrooms: one first grade class for all language proficiency levels, one second grade class for all proficiency levels, one third grade class for all proficiency levels, one fourth class for all proficiency levels with a focus on long term ELLs and one multi-grade class (grades 4-8) exclusively for Beginners and Newcomers. Each class will service 16-24 children at different language proficiency levels. Approximately, 95 children will be serviced under Title III. The program will be offered to all ELLs within the grade spans and the various ELL sub groups as well as transitional ELLs. The program will meet twice a week-Tuesdays and Thursdays for an hour and fifteen minutes. The Bilingual Coordinator will provide ongoing professional development and support in the class. Two bilingual Educational Assistants will also facilitate with small group instruction in 1st grade and grades 4-8 for Beginners and Newcomers.

Each teacher will decide a theme which the children will be immersed in. The children will develop the four language modalities of listening, speaking, reading and writing via these thematic units of study. A special focus will be placed on building literacy skills and reading comprehension. The teachers will purchase materials that will enhance the thematic units of study as well as deepen the understanding of the concepts for ELLs. The materials purchased will be tailored to promote the acquisition of language in a friendly and non threatening manner. For example, Lakeshore vocabulary development activities, thematic units such as dinosaurs, bears, transportation, the solar system, wolves, animals of the polar region, nocturnal animals, Mexico, Ancient Egypt, ocean life, rain forest, animal habitats, fairy tales like the Cinderella stories, tall tales, food and nutrition, non-fiction literature, ESL and the Arts, blank books, notebooks, oak tag, folders, crayons, pencils, markers and other consumables as well as art materials for culminating activities. In addition, Rosetta Stone language learning software will be purchased for grades 4-8 as well as RIGOR- Intervention for ELLs kit. Throughout the thematic units the content areas of science, social studies, math and literacy will be addressed. The thematic units will run for the duration of a month. Once a theme has been completed, another one will be chosen. The children and teachers will partake in the decision of which theme is chosen next. The proficiency levels will also be considered for differentiation of instruction. At the end of the program, the children will have a celebration of their work and they will receive a completion certificate. The parents will be invited to attend the celebrations. The program will begin in late December and will continue until the duration of the NYSESLAT (May 16-24, 2011). The program will be offered to the 3 ESL certified teachers and 1 bilingual teacher who holds a Bilingual Extension.

In order to promote parental participation, parents will be offered workshops that will enable them to extend the themes at home and provide them with strategies and activities that they can use to help their children. The workshops will be provided by the Bilingual Coordinator who holds an Early Childhood license with a Bilingual Extension and an ESL certified teacher. The workshops will be offered once a month starting with the month of January and ending in the month of May. The workshops for January through April will be an hour and half and the workshop for May will be an hour. Some of the following topics will be offered to parents:

- Strategies for promoting Literacy and Math at home (January)
- Helping your children with Social Studies and Science at home (February)
- How to tap into Community Resources to help your child at home (March)

- What is the NYSESLAT and how to prepare for it (April)
- Using Fairy Tales & Fables to introduce different cultures (May)

These workshops will be offered to the parents of all ELLs but a special emphasis will be placed on the parents of students who are participating in the Title III Extended Day Program. Although the workshops will be offered in English and Spanish, speakers of other languages who require a translator will have the opportunity to request one from the school in advance. As per the language and interpretation regulation, a translator will be provided. Refreshments will be served at every workshop. The materials for the parents will include but are not limited to handouts related to each workshop, copy paper, folders, take-home projects, writing utensils and chart tablets will be purchased.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Teachers who are part of the After School Title III will be offered a series of mini-workshops. The workshops will be offered once a month for an hour. These workshops will be offered on the first Friday of the month. The workshops will be provided by the Bilingual Coordinator and an ESL certified teacher. The purpose of these workshops is to provide teachers with support, ideas and best practices as they promote second language acquisition in their class. The Professional Development Program will provide the following opportunities for the after school staff members:

- Using Data to drive instruction: LAB, LAB-R, NYSESLAT (January)
- Discussions centered on Differentiated Instruction & Multiple Intelligences (February)
- Strategies that can be used to help ELLs in second language acquisition & Best practices in ELL instruction (March)
- Literacy Strategies that can be used for the ELA/NYSESLAT (April)
- Incorporating ESL strategies throughout the Content Areas (May)

The teachers will be held accountable for the information provided during the workshops. They will implement the strategies in their lesson planning as well.

Form TIII – A (1) (b)

School: P.S./M.S. 280 BEDS Code: 321000010x280

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Travel		N/A
Parental Involvement	\$708.60	Workshops for parents of ELLs will be offered with a focus on strategies to help their children succeed in school. The workshop titles are listed above. At each workshop refreshments will be served and parents will be provided with hands-on activities that will enable them to work with their children at home.
	110.00	<u>Refreshments:</u> \$22 per workshop x 5 workshops=\$110.00
	100.00	<u>Materials for the workshops:</u> \$100
TOTAL	20,180	

The Following Materials will be purchased for Instructional purposes for the Title III Afterschool Program:
Source: Rosetta Stone and Benchmark

RIGOR-Intervention for ELLS in Grades 4-12

Benchmark

Education:

Page 32: RIGOR 1- 2,695.00
(16 Skill Bags +10 sets of books)

Rosetta Stone

Page 2 Rosetta Stone –Level 1 224.00

Grand Total : 2,919

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The following data and methodologies are used to assess our school's written and oral interpretation so that parents are provided with appropriate and timely information in a language they can understand:

- a. **Registration Screening**- The parents fill out the Home Language Identification Surveys where they request in which language in which they would like to receive written and verbal information. A Parent Survey and Program Selection Form are also used to determine their language of preference. On the parents blue emergency cards, they are also asked what language they prefer the school to communicate with them both orally and written.
- b. **Teacher Surveys**-The teachers send parents letters requesting the language in which they would like to receive information from the school
- c. **Curriculum Night**-The teachers meet with the parent and discuss standards, expectations, grade curriculum and areas of concern.
- d. **Parent/Teacher Conferences**-Parents are encouraged to attend school wide meetings and conferences as well as individual meetings, as needed, per child. Translators, from our staff, are available for parents at these meetings/conferences. The following languages are spoken by our staff: Spanish, Albanian & Croatian, Italian, Haitian Creole, Arabic, Filipino/Tagalog and French.
- e. **School Personnel uses the valuable resources provided on the DOE Website** –ELL Parents are also provided with written translations of documents and notifications. For example, Home Language Identification Surveys, Promotion in Doubt, Learning Environment Surveys and the ELL Parent Brochures.
- f. **In order to encourage parental participation**, the Parent Coordinator writes a letter asking parents for their E-mail address. Parents who provide the Coordinator with their E-mails, receive her notices for workshops, weekly updates on school news and special events. As a school wide initiative, the Parent Association President has requested parent volunteers to assist the grade leaders. The parent volunteers will be responsible for communicating school news and events to the grade leaders who in turn will turnkey to the teachers on their grade.

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

The data seems to indicate that more parents request written translations and interpretations in Spanish than any other language. Findings show that out of 800 students, 38% are Spanish speakers, 4% speak Albanian, 4% speak Bengali, 3% speak Bulgarian and 1% speak Arabic. The findings were reported to the school community via conferences with parents, interpreters, translators, letters/correspondence, and workshops.

Part B: Strategies and Activities

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

The school will provide written and oral translations whenever possible in the various languages indicated in part A. Documents like the Family Handbook, monthly calendars, important letters to parents and fliers for workshops are provided in Spanish and English. These translations are usually done in-house and are conducted by school personnel and parent volunteers. Occasionally, the region is contacted to send a Bulgarian or Albanian translator. School staff and school safety officers also have access to over-the-phone interpretation services as provided by N.Y.C. D.O.E. Office for Family Engagement and Advocacy.

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

At the beginning of the school year, the school identifies all bilingual staff members who are proficient in other languages. Once identified, the school keeps a list of the key staff that can provide both oral and written translation and interpretation. School personnel are utilized to provide these services during parent-teacher conferences, promotion in doubt meetings, I.E.P. meetings, parent workshops and parent association meetings. In addition, members of the Parents Association who can translate are also identified. Training is provided, whenever possible, to promote effective communication skills and relationships with our parents

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill Section VII of Chancellor's Regulations A-663 by implementing all the above. In order to support this endeavor, the school provides per-session for staff members who provide translation and/or interpretation services after school hours via Title I – translation monies and School Leadership funds. The school measures the success of the implementation of the Chancellor's Regulation through parent surveys, teacher surveys, parental response and participation in school events and most importantly, student achievement. Additionally, copies of the Chancellor's Regulation A-663 will be posted on the Parent's bulletin board in front of the school. Whenever possible, the school will continue

to send home notices in various languages. Additionally, the Parent Coordinator will continue to communicate with parents via e-mails, phone calls and monthly updates.

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

1. Enter the anticipated Title I allocation for the school for 2008-2009 651,533
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program 6,515
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified 32,577
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 95.1
5. If the percentage of high quality teachers during 2007-2008 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.

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

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

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

2009-20010 Title I Parent Involvement Guidelines

This memorandum serves to inform you of the parent involvement provisions of Title I Part A, under the No Child Left Behind (NCLB) Act of 2001. This information must be shared with parents in Title I schools. For the purpose of this document, all references to “parent” refer to any and all primary caregivers, and is intended to have the broadest possible meaning, including biological parents, step-parents, legal guardians, foster parents, and persons in parental relation to a child or children currently attending a public school (see Chancellor’s Regulation A-660 issued April 6, 2005 for the definition of a “person in parental relation”).

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I. OVERVIEW

In 1965, the U.S. Congress passed the Elementary and Secondary Education Act (ESEA), the most sweeping federal measure in history to improve education for disadvantaged children. Congress has reauthorized this legislation approximately every five years. The most recent reauthorization occurred in December 2001. President George W. Bush signed the legislation in January 2002 and renamed the law the “No Child Left Behind Act (NCLB)”. NCLB is divided into numbered parts called “titles.” Each title has a different educational focus. The focus of Title I is on improving the academic achievement of children who attend schools with high numbers of low-income families and who need extra help to meet challenging academic performance standards.

A list of 2007-2008 Title I eligible schools and their allocations are incorporated within the Division of

Budget Operations and Review's (BOR) School Allocation Memorandum No. 4, FY 08, dated May 8, 2007. A list of 2008-2009 Title I eligible schools and their allocations will be available later this year. The memorandum is accessible on the New York City Department of Education's website at http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy07_08/fy08_pdf/sam04.pdf.

NCLB makes provision for two types of Title I schools:

In a "**Targeted Assistance School (TAS)**" funds must be used only to benefit specific children identified as being most at risk of failing to achieve state standards. Within these schools, specific at-risk students are identified for supplementary Title I services (e.g., after school programs, supplemental staff support, supplemental educational materials) and specific staff are funded by Title I to provide instructional support to these children. In a Targeted Assistance School "Title I Parent" means a parent whose child is **participating** in the Title I program.

In a "**Schoolwide Program School (SWP)**" the school's Title I funds are coordinated with other funds to implement reforms to upgrade the entire educational program of the school in order to improve the overall academic performance of all children in the school. In these Schoolwide Program schools, all students are Title I participants and therefore in essence all parents are considered Title I Parents. Schoolwide programs must make provisions to meet the needs of students who are at-risk of failing to achieve state standards.

A Title I school is Targeted Assistance unless the administration, parents (Title I and Non-Title I parents), and teachers agree to develop a Schoolwide Program and this plan is approved by the New York City Department of Education (NYCDOE). The memorandum titled "Invitation to Participate in the Schoolwide Programs Planning Initiative" details the planning process as well as those members of the school community that should participate. This memorandum can be obtained by contacting the Office for Family Engagement and Advocacy at (212) 374-2323.

As a best practice, schools shall ensure that parents are informed of the following:

- the school is designated as a Title I school
- type of Title I program the school is designated as (Targeted Assistance or Schoolwide Program)
- the total Title I allocation including the mandatory set-aside for parent involvement (no less than 1%).

This information must be posted in a public area of the school for all parents to read other than the principal's office (i.e., near the school entrance, in the Parent Coordinator's office).

II. TITLE I PARENT INVOLVEMENT REQUIREMENTS

This memorandum specifically addresses the parent involvement requirements of Title I. For additional information about Title I and other reimbursable programs, please see the Reimbursable Handbook, which can be accessed at <http://schools.nyc.gov/Administration/Organization+of+the+DOE/ROC/Budget/>. Title I requires "substantive parental involvement" at every level of the program including the participation in related program decisions, related to consultation in program budget, rights to specific information (i.e., teacher qualifications, school budget), and availability of parent involvement activities.

NCLB requires schools and districts to engage parents and parent organizations in timely and meaningful consultation throughout the design and development of educational programs, including consultation on the use of funds to support these programs. Additionally in NYC, all schools and districts are required

to develop Comprehensive Educational Plans (CEPs), which engage staff and parents in the continuous planning of educational programs to meet the needs of the students within the school and district communities. School Leadership Teams (SLTs) and District Leadership Teams (DLTs) serve as the vehicle for meaningful consultation to occur with parent representatives regarding the planning, review, and improvement of educational programs outlined in school and district Comprehensive Educational Plans. School and District Leadership Teams are strongly encouraged to maintain documentation on file to verify that this required consultation has taken place. Note: School and district comprehensive educational planning will be enhanced this year to include a web-based planning interface that will facilitate the availability and use of data in planning and the communication of planning efforts with school and district communities.

A. NCLB Requirements: In NCLB, there is a significant focus on accountability, communication, and measurements of success. The following provisions have been included in the most recent Title I legislation.

1. Adequate Yearly Progress (AYP): Adequate Yearly Progress (AYP) is a system to measure whether a district and/or school is making satisfactory progress toward meeting the NCLB goal of all students in New York State achieving proficiency in English language arts, mathematics, and science by the 2013-2014 school year. Under NCLB, AYP is determined based on each school's progress toward meeting the State proficiency level for all students in English language arts, mathematics, and science or improvements in the high school graduation rate. Schools and districts are held accountable for the achievement of students of different races and ethnic groups, students with disabilities, students with limited English proficiency and low-income students. Schools must also have an average over two years of 95% of their students participating in State tests.

2. Districts in Need of Improvement (DINI): NCLB requires the New York State Education Department (NYSED) to identify for improvement any school district that has failed to make Adequate Yearly Progress (AYP) for at least two consecutive years.

Districts receiving Title I funds that are identified as DINI must take actions specified in the NCLB legislation, such as: consulting with parents and school staff in developing the District Comprehensive Educational Plan (DCEP), which serves as the plan for improving student academic achievement in schools served by the district; reserving at least ten percent of the district's annual Title I allocation to provide professional development for teachers and administrators; and continuing to provide technical assistance to schools identified as Title I Schools in Need of Improvement, Title I Corrective Action, and/or Title I Restructured Schools.

In addition, NYSED is required to impose corrective actions on Districts in Need of Improvement (DINI) that are in year three of improvement status. These actions may include: deferring programmatic funds, reducing administrative funds, or requiring the district to conduct an audit of the "written, tested, and taught" curriculum.

To be removed from DINI status, a district must make AYP for two consecutive years in the subject area(s) for which it was identified.

3. Schools in Need of Improvement (SINI): Under NCLB, a school that has not

made AYP for two or more consecutive years, while receiving Title I funds, is designated as a Title I School in Need of Improvement – Year 1. If the school continues to fail to make AYP in subsequent years, it progresses along the NCLB School Improvement continuum, and can be identified as a Title I School in Need of Improvement – Year Two, a Title I Corrective Action School –Year 1, a Title I Corrective Action School – Year Two/Planning for Restructuring, or a Title I Restructured School Year One, Year Two or Year Three. Under State rules, non-Title I schools that have not made AYP for two or more consecutive years are designated as Schools Requiring Academic Progress (SRAP) and progress along a similar accountability continuum.

When a Title I school is designated as a SINI, every parent in the school must be promptly notified by the NYCDOE of the school's designation. Parents are to be informed of the reasons why the school was identified, the meaning of the designation, the school plan for improvement, and how parents can become involved in the school improvement process.

Title I SINI schools must incorporate strategies to improve student achievement in identified subject areas in their Comprehensive Educational Plans,.

Districts/Boroughs (for high schools) that have schools designated as Title I SINI must then develop and incorporate in the District Comprehensive Educational Plan (DCEP) improvement strategies to help these schools meet State performance targets. If a school's performance does not improve in the area(s) of SINI identification, the superintendent may be required to implement specific corrective actions or to restructure the school. Title I parents must be consulted in the preparation of school and district improvement plans, as well as be consulted prior to the implementation of NCLB-mandated corrective actions or school restructuring options.

To be removed from SINI status, a school must make AYP for two consecutive years on all criteria for which it was identified.

Additional information on NCLB School Improvement identification and requirements, and the list of NYC SINI schools, can be found on the NYCDOE website at:

<http://www.nycenet.edu/Administration/NCLB/Overview/default.htm>.

4. Public School Choice: A child that currently attends and is scheduled to continue to attend a school identified as a Title I School In Need of Improvement (SINI) or a School Under Registration Review (SURR) is eligible to participate in the NCLB Public School Choice program. Every parent of an eligible child must be informed of their option to request a transfer to a school that has not been identified as SINI or SURR.

The New York City Department of Education (NYCDOE) Public School Choice program provides parents of eligible children the opportunity to request a transfer to schools that have not been identified as SINI or SURR. In making transfer offers, federal law requires that the NYCDOE give first priority to the lowest achieving lowincome students. Parents of eligible children will be notified of the option to request a transfer to a school that has not been identified as SINI or SURR.

Students who transfer to a different school under the NCLB Public School Choice program will receive transportation through the final grade of that school and in accordance with current NYCDOE transportation guidelines and NCLB requirements. This provision of transportation may be by yellow school bus or a by public transportation using a MetroCard. Eligibility for yellow school bus is contingent on a child's grade level and distance from their transfer school. Special education students who receive transportation pursuant to an Individualized Education Program (IEP) will continue to receive mandated transportation if they transfer to a different school through the NCLB Public School Choice program.

Questions regarding this application process should be directed to the New York City Department of Education, Office of Student Enrollment Planning and Operations at 212-374-5431.

5. Supplemental Educational Services: Supplemental Educational Services (SES) are services that provide extra academic help that a child can receive from a provider approved by the State Education Department, (e.g., tutoring or remedial classes in English Language Arts, Reading and/or Mathematics). Students must attend an eligible Title I school designated as Title I School in Need of Improvement – Year 2, Title I Corrective Action – Year 1, Title I Corrective Action – Year 2/Planning for Restructuring, or Title I Restructured, AND must be eligible for free lunch. Parents of eligible children must be informed each year at the start of the school year of the availability of SES. Parents select a provider from a list of providers found in the SES Parent Guide that is distributed to parents of eligible children. SES providers, in consultation with parents, will develop individual plans for each participating child, outlining goals and a timetable for improving the child's academic achievement.

The New York City Department of Education does NOT provide transportation to students eligible for SES. Additional information and resources regarding SES is available on the Department of Education's website at <http://schools.nyc.gov/Administration/NCLB/SES/default.htm>.

6. Services for Limited English Proficient (LEP) Students: Under NCLB, schools using Title I funds to provide services for English Language Learners (ELLs) must notify parents if their child has been identified for participation in such a program (within 30 days of the program start date if the program starts at the beginning of the year and within two weeks if the program starts after the beginning of the school year). When notifying parents of their child's eligibility for a Title I LEP program, schools must also inform parents, to the extent practicable, in a language they can understand

- their child's level of English proficiency
- how proficiency was determined
- the child's performance in school
- how the Title I program will help the child develop English language proficiency and achieve success in the core academic subjects.

Title I provides funding for supplemental services that meet the educational needs of lowachieving

students in high poverty schools. Title I requires that schools first serve those students furthest from meeting state standards, including Limited English Proficient (LEP)/English Language Learner (ELL) students who meet this criterion. For example, schools may use Title I funds for before or after-school services that provide additional language development support or native language instruction for the most at-risk ELLs. For instance, some schools use Title I monies to fund Native Language Arts/bilingual “resource rooms.” Except for Title I schools implementing schoolwide programs, funds must be used for services in addition to the basic tax-levy program. Title I funds cannot be used for any mandated services such as state mandated bilingual or ESL services. In addition, **Title III** provides funds for supplemental services for ELLs. These funds cannot be used to provide mandated bilingual/ESL services, but instead are for supplemental instructional services--complementing the basic ELL program as well as the titled program--to support language development in the academic core subjects. Title III requirements allow funds to be used in three areas: direct supplemental instructional services, professional development, and parent engagement activities. Instructional services must be grounded in scientifically-based research. For example, a school can use these monies to fund a model after-school or Saturday mathematics program for ELLs grounded in scientifically-based research. Similarly, Title-III-funded professional development must be research-based. Lastly, Title III funds can be used to support ELL parent engagement activities, e.g., translations, welcome centers and family literacy programs, including adult ESL classes. Title III funds cannot be used for Title-I-funded activities for ELLs, but instead must be used for activities supplemental to the Title I program for ELLs as well as the core/mandated ELL program. An additional Title I allocation may be made to support translation/interpretation services. Decisions about the use of these parent-involvement funds must be made with input from the parents of Title I students (a portion of which are parents of ELLs). These funds can also support professional development.

7. Teacher and Title I Paraprofessional Qualifications: At the beginning of each school year, the New York City Department of Education must notify parents of each student attending a Title I school that they have the right to request information about the qualifications of their child’s teacher. Parents may request that schools confirm the subjects their child’s teacher is certified to teach. In response to a parent’s request, the school will state whether the teacher is teaching in or out of their certification area. A teacher that is New York State certified will have passed a series of examinations and have obtained a bachelors degree, in addition to having completed a concentration of college credits in the certification subject area of their assignment. Parents must also receive timely notice, if a non-certified teacher (not highly qualified) instructs a class for four or more consecutive weeks.

In addition, if a child or his/her class is assigned a paraprofessional that has instructional support duties and works in a program supported with Title I, the parent is entitled to know the paraprofessional’s qualifications.

Request forms to obtain this information are available at:

<https://schools.nyc.gov/Administration/NCLB/ParentsTitle1.htm>

NOTE: NCLB mandates that parent notifications, reports, and explanations must be “in an understandable and uniform format and, to the extent practicable, in a language that parents can understand.”

8. Translation and Interpretation Services Allocation: The Department of Education is allocating Title I or Title III funds to eligible schools for supplemental translation and interpretation services for Limited English Speaking parents. These funds help support the No Child Left Behind (NCLB) requirement that schools communicate with parents to the extent practicable in the home language. The Title I and Title III funds, by federal law, may only be used for translation and interpretation services that are not mandated by state or local laws/regulations or provided by the Translation and Interpretation Unit. Translation and Interpretation Unit services include translation of critical communications in the form of a letter, notice, flyer, consent form or parent handbook, and over-the-phone interpretation services in more than 150 languages. More information about the Translation and Interpretation Unit may be found at: <http://www.nycenet.edu/Offices/Translation>.

Please note that the translation and interpretation services supported by these allocations target *all parents in the school who have limited English proficiency*. Services are not limited to parents of students who have been identified as English language learners. The federal No Child Left Behind (NCLB) Act requires schools to reach out to and involve families of students whose home language is not English in order to meet the following goals:

- share parent-school accountability
- provide parents with access to information about their child’s educational options
- increase parents’ capacity to improve their child’s achievement

Funds may only be used to provide in-person interpretation services, written translation services, or to cover the cost of translation or interpretation resources or tools (e.g., dictionaries, interpretation equipment) or printing costs of foreign-language materials to be disseminated to LEP parents.

The following may not be supported with the Title I or Title III allocations:

- The translation of information not related to achieving high academic standards,
- The retranslation of materials already available through the central Translation and Interpretation Unit,
- The partial or full funding of an annual position,
- The purchase of supplies not directly related to the provision of translation or interpretation services,
- The purchase of services for training programs,
- The purchase of services from unapproved or non-contracted DOE entities (e.g., parent, community member) for the provision of language services

In addition Title I or Title III resources may not be used in these additional circumstances:

- The provision of translation or interpretation services for mandated services (e.g., at Special Education Educational Planning Conferences),

Title I and Title III require schools to maintain the following documentation, which is subject to both review and audit:

- Comprehensive Education Plan, including Appendix 3: Language Translation and Interpretation
- Evidence of required consultation
- Log of Language Services Provided described above
- Documentation of OTPS translation and interpretation purchases and expenditures

You may find more information about this allocation at:

<http://schools.nyc.gov/NR/rdonlyres/40FB90C0-A485-4442-B42F-5FBDA704E3A6/13523/SAM53.pdf>.

□ 9. Set-aside of Title I Parent Involvement Funds: The Title I parent involvement allocation designated to fund activities and events for Title I parents must comprise no less than one percent (1%) of the school's total Title I allocation. Title I parent population in the school must be identified and organized to ensure that the required consultation process regarding how these funds must be utilized can be facilitated. Title I parents may choose between organizing themselves into a Title I Parent Advisory Council (PAC) or utilize the school's existing Parent Association (PA) for this purpose. In general, Title I parent leaders have expressed a preference for a separate structure known as a PAC, however, the decision regarding the structure for Title I parent organization is solely determined by the Title I parent population. Once they are organized, one of the tasks the Title I parent organization must undertake is the creation of a budget and spending plan for use of the Title I funds (no less than 1%). This proposed budget and spending plan must be reviewed by the School Leadership Team. SLTs may request copies of meeting minutes, agendas/notices and attendance sheets to verify consultation with the general Title I parent population regarding the discussion, development and approval of the proposed spending plan and budget by the Title I parent organization. The approved budget and spending plan must then be integrated into and supportive of the school's CEP as the official parent recommendation for the expenditure of the parent involvement funds. Please note that Attachment C of this document contains a list of allowable expenditures for these funds. The proposed budget must also link expenditures with the enhancement of parent involvement in the school and the goal of increasing student achievement. Please be advised that if no determination has been made at the school regarding the structure of the Title I parent organization (formation of the PAC or consultation through the PA), **decisions regarding the use of these parent involvement funds must be deferred** until the organization has been established. Districts that fail to comply with these consultation requirements subject their Title I funded schools and programs to audit and other sanctions which could also result in the loss of these reimbursable funds.

For more information and further guidance regarding the parent involvement provisions of Title I or the Department's Title I Parent Involvement Guidelines, please contact your Borough Director, District Family Advocate or Office for Family Engagement and Advocacy.

Ninety-five percent (95%) of the one percent of Title I, Part A allocation the LEA reserves for parental involvement under section 1118 must be distributed among the district's schools, and the parents in those schools must be involved both in deciding how those funds will be allotted and, once allotted, how they will be spent. In line with the goals of

the Department's Children First reforms, 100% of these funds are allotted to schools. Parents of children receiving Title I, Part A services and school officials may decide at the school level to pool their individual resources to pay for district-level parental involvement activities, such as a parent resource center.

The amount of each school's Title I allocation can be found in BOR Allocation Memorandum #4, which is accessible on the NYC Department of Education's website at

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy07_08/fy08_pdf/sam04.pdf

B. Continuing Requirements: The following provisions existed in prior Title I legislation and continue to be in effect. Please note that a Parent Involvement Policy template and School-Parent Compact template are attached as resources for the development of those documents.

1. District Parent Involvement Policy (DPIP)—a written document developed jointly with and agreed upon by the parents of children participating in the Title I Program and the Community District Superintendent or his/her designee. The policy must be distributed to parents of all children participating in the Title I Program. In addition, the Community District Superintendent or his/her designee shall be required to maintain documentation on file to indicate that Title I parents were actively involved in the development of the policy and/or the review/revision of an existing policy.

The policy must specify:

풀책 how the district will involve parents in the planning, implementation, evaluation, and continuous improvement of programs funded through Title I;

풀책 how the district will help build the capacity of schools to operate and parents to participate in strong parent involvement programs;

풀책 how concerns raised by parents about Title I funded programs described in the DCEP will be addressed;

풀책 how the district will coordinate Title I funded parent involvement activities with parent activities funded through other sources;

풀책 how the content and effectiveness of the District Parent Involvement Policy will be evaluated annually to determine whether there has been increased parent participation and how these evaluation results will be used to improve parent involvement and school improvement; and

풀책 the process for responding to written parent concerns regarding schools receiving Title I funds, forwarded by schools to a designated district contact person.

풀책 A copy of the District Parent Involvement Policy must be filed with the Office for Family Engagement and Advocacy by September 30th of each year

2. School Parent Involvement Policy (SPIP) - a written document developed jointly with and agreed upon by the parents of children participating in the Title I Program and the Principal or his/her designee. The policy must be included as an appendix to each school's Comprehensive Educational Plan and distributed to parents of all children participating in the Title I Program. The principal or his/her designee shall be

required to maintain documentation on file to indicate that Title I parents were actively involved in the development of the policy and/or the review/revision of an existing policy. The policy should be updated periodically, outlining:

풀책 how parents will be included in the development of school-level parent involvement activities funded through Title I in both Targeted Assistance and Schoolwide Program Schools;

풀책 how parents will be involved in a timely and ongoing manner in the planning, implementation, evaluation, and continuous improvement of school-level programs funded through Title I;

풀책 how parents and schools will share responsibility for high student performance;

풀책 capacity-building activities for parents and school staff that support strong parental involvement;

풀책 when an annual meeting will be convened for parents of participating children in Targeted Assistance Schools to (a) provide information about the school's Title I Program and the types of services provided; (b) inform parents of their right to be involved in the program; and (c) offer suggestions for specific school-level opportunities for parent involvement;

풀책 a flexible schedule of regular meetings with parents—before, during, and after the school day—so that parents may network with other parents, make suggestions, and provide input into decisions relating to the education of their children;

풀책 a process for responding to written parent concerns regarding Title I funds, including the identification of a designated school contact person;

풀책 how parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments as well as their children's individual student assessment results and proficiency levels and an explanation of these results and levels, promotion policy, after school and summer programs and SES;

풀책 how the school will increase the accessibility for participation of parents with disabilities, and how communication with non-English speaking/limited English proficient parents will be provided in parents' native language to the extent practicable, e.g., notifications, translations during meetings, etc.; and

풀책 how the school will involve parents in an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school, including identifying barriers to greater participation by parents with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background.

3. School-Parent Compact - a written agreement developed jointly by schools and parents defining the roles and responsibilities of parents, teachers, and students in

each school with regard to supporting high student performance, with an emphasis on the importance of having open lines of communication between parents and teachers. The School-Parent Compact must be included as an appendix to each school's Comprehensive Educational Plan and:

☐ describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State and City performance standards;

☐ describe the ways in which parents will be responsible for supporting their children's learning; and

☐ address the importance of establishing ongoing communication between teachers and parents through at least one annual parent teacher conference, as well as student progress reports, reasonable access to staff, and opportunities to volunteer, observe, and participate in classroom activities.

Finally, within NCLB, there has been a shift from measuring the success of parent involvement activities by the number of parents involved in school-level activities to measuring how an activity is correlated with improving student achievement. When evaluating parent involvement activities it is important to ascertain the outcome of these activities and how they helped or will help to improve student performance, not merely the number of parents who attended.

C. Title I Parent Leadership: NCLB requires meaningful consultation with parents of Title I participating children in the planning, development, implementation and evaluation of Title I programs. This requires that the Title I parent population be engaged and "involved in an organized, ongoing and timely way." Once the Title I parent population has been identified a local decision must be made by these parents regarding their structure. **The Department of Education strongly recommends that a Parent Advisory Council (PAC) be formed to carry out these important responsibilities which are outlined in these guidelines and in Section 1118 of Title I, Part A.**

For those schools receiving Title I funding with a Parent-Teacher Association (PTA), the Department of Education strongly encourages that a PAC be formed as the Title I parent consultation structure in order to ensure that only Title I parents are involved in the discussion and decision-making process regarding the use of Title I funds and program implementation and evaluation.

D. In the event that the Title I parent population determines that consultation regarding Title I will occur through the school's Parent Association please note that the following specifications will apply:

☐ The PA will assume responsibility and accountability for all of the requirements as outlined in these guidelines and Section 1118 of the law in addition to their responsibilities as described in the PA's bylaws and the current Chancellor's Regulation A-660, "Parent Associations and the Schools," and will revise its current bylaws to reflect this additional responsibility during a regularly scheduled meeting of the PA and in accordance with its current bylaws.

☐ The PA will co-host the required annual meeting (*please refer to page 15 of these guidelines*)

for the purposes of sharing information with parents of students participating in Title I funded programs and ensure that Title I issues are included on each PA/PTA meeting agenda and documented in the PA meeting minutes. Note that these records are subject to audit by the representatives of state and/or federal government and the Office for Family Engagement and Advocacy to ensure full compliance.

When the Title I parents select the PA option for consultation the decision must be reviewed each year. The meeting will be facilitated by the OFEA Borough Director or his/her designee. The appropriate documentation reflecting this decision as indicated above must be filed in the principal's office and maintained by the Office for Family Engagement and Advocacy.

The principal or his/her designee shall be responsible for forwarding this documentation to the District Family Advocate and/or Borough Director for Family Engagement and Advocacy by November 1st each year.

Please be advised that the option selected by the parents of children participating in Title I programs is a local decision and should reflect the needs as determined by this Title I parent population. Whether represented by a PAC or PA Title I parents should regularly receive information on issues that are of importance to the education of their children, and it is the role of the leadership of these organizations to ensure that this information is made available and disseminated.

Establishing the School-Based Structure for Title I Parent Representation and Consultation:

1. As the first step in the process where no documented Title I parent involvement structure has been established, Title I parents shall be given the opportunity to decide whether they want to be represented by a Title I Parent Advisory Council (PAC) or through the PA. This discussion and decision shall be addressed at a public meeting convened by the Principal for all Title I parents. The Borough Director for Family Engagement and Advocacy or his/her designee will facilitate the discussion during this initial meeting. In Districts where the District Title I consultative structure exists, a member of the District Title I consultative structure may facilitate with the support of the District Family Advocate of the Office for Family Engagement and Advocacy. **Title I parents may also reach out to certified Title I parent leaders who have completed training provided by OFEA to help facilitate this initial meeting. OFEA will continue to support these meetings as needed in order to ensure full compliance with these guidelines and will provide resources to those certified Title I parent leaders to support their efforts. Parent leaders interested in serving as certified facilitators should contact the Central Office for Family Engagement and Advocacy at (212) 374-2323 for more information.** In

12 schools where these structures have been established and documentation which reflects the decision is on file in the principal's office, this step is not necessary. Copies of these records which should include meeting notices(s), agenda(s), minutes, attendance sheets, ballots and Attachment A, "Option For Title I School Parent Consultation" of these guidelines shall be forwarded by the principal or

his/her designee to the District Family Advocate. District Family Advocates are required to submit these forms to the Borough Director for Family Engagement and Advocacy. Once the school-based Title I consultative parent structure (PAC or PA) is determined, it serves as the means for Title I parents to be consulted about and engage in meaningful discussion of issues related to the school's Title I programs. School Leadership Team representatives must regularly consult with the Title I consultative body on such issues related to Title I, especially on issues regarding the use of Title I parent involvement funds. The school based Title I consultative structure will be responsible for establishing a guidance document that outlines the structure and responsibilities of the organization including the election of a Representative and Alternate to the District Title I consultative structure. Parents of children participating in Title I Programs must be involved in the consultation and decision making process regarding Title I. If the option to form a PAC is determined by Title I parents at the initial meeting, a subsequent meeting will require the PAC members to elect a Representative and Alternate to serve on the Title I District consultative body. The PAC may then choose to adopt by-laws (and may do so through forming a committee that will be responsible for developing this process). If the PAC chooses not to adopt bylaws, it must include language outlining the PAC's structure in the Parent Involvement Policy. This language should clearly include: membership requirements, meeting schedule, parliamentary authority, voting rights, the regular election of a representative and an alternate, term limits, if any, removal of officers, creation of committees, regular review of bylaws or policies, and amendment of bylaws or policies. Furthermore, PACs should conduct at least three (3) public meetings per year and maintain records of meetings including agendas, minutes, and attendance sheets and submit copies of the records to OFEA monthly. Technical assistance to PACs that are developing bylaw or parent involvement policies should be provided by their District Family Advocate and/or the Borough Director for Family Engagement and Advocacy. The Office for Family Engagement and Advocacy has developed a Title I Parent Advisory Guidance Policy template for school and district level structures (Attachments H and I). Copies of these templates are attached to these guidelines and may be used to modify or may be used as an attachment to an existing document (PA bylaws, Title I Parent Involvement Policy). Copies of these templates and/or other samples can be obtained from the District Family Advocate. Once these required draft documents have been prepared by Title I parents in consultation with school administration (i.e., principal, SLT constituent members), they must be presented for review and adoption by the Title I parent body.

2. Establishing District-Level Title I Parent Representation and Consultation:

Title I parents shall be given the opportunity to decide whether they want to be represented by a District Parent Advisory Council (DPAC) or through the district's

Presidents' Council. This discussion and decision shall be addressed at a public meeting convened by the District Family Advocate in consultation with the Community District Superintendent and Borough Director for the Office for Family Engagement and Advocacy for all Title I school Representatives within the district. The Borough Director for the Office for Family Engagement and Advocacy or his/her designee will facilitate the discussion during this initial meeting. Once this decision has been made by Title I parents, documentation which reflects this decision shall be maintained on file in the superintendent's office. This decision should be reviewed at least once every two years. Copies of these records which should include meeting notices(s), agenda(s), minutes, attendance sheets and ballots shall be forwarded by the appropriate superintendent or his/her designee to the Borough Director for the Office for Family Engagement and Advocacy. Once the determination has been made by Title I parent representatives regarding district-level Title I parent representation and consultation, this body will serve as the consultative body for parents to engage in meaningful discussion of issues related to the district's Title I programs and policies. District Leadership Teams (DLT) must include representation from the district's Title I representative body on such issues related to Title I and must consult regularly with the district Title I organization, especially on issues regarding the use of Title I parent involvement funds. Over the last several years, the most widely-used options for districts to consult with parents have been:

(a) to establish or continue a District Parent Advisory Council (DPAC), consisting of parent leaders of school-level PACs or PA Title I Representatives or their alternates, to provide parents of Title I participating children with a voice in the district's planning, development, implementation, evaluation, and improvement of Title I programs. DPACs should be operated in accordance with established bylaws or policies, which are aligned with the individual district's mission and philosophy. The District Family Advocate in consultation with the Community District Superintendent and Borough Director for Family Engagement and Advocacy shall provide technical assistance to DPACs that are developing and/or reviewing bylaws or parent involvement policies. Please note that High School Title I Representatives should be represented on the DPAC, according to the geographic location of these schools.

Or (b) to have the District Presidents' Council, assume responsibility for Title I parent consultation. If this option is chosen, the Presidents' Council must: 1) ensure the participation of leaders of school-level Title I PACs and/or Title I Committee Representatives, 2) hold public meetings where Title I information and issues are included as discussion items on the agenda of each regularly scheduled meeting held during the year, 3) ensure the participation of all Title I High School Representatives and Alternates, and 4) ensure that solely Title I parents are making decisions regarding recommendations on parent involvement expenditures. The Community Superintendent or his/her designee will review meeting agendas to ensure compliance.

Note that the Department recommends that in order to ensure maximum

participation and full representation for parents of all Title I participating children at the district level, including high school parent representatives, that the DPAC option be selected.

Parent leaders who serve on the District Title I parent structure are elected by the parents of children attending Title I schools, in accordance with school-level bylaws or parent involvement policies that outline this election process. District Title I parent structure bylaws or parent involvement policies should be reviewed periodically by the District Family Advocate in consultation with the Community District Superintendent and Borough Director for Family Engagement and Advocacy to ensure they remain current. Please note that parents serving on the executive board of a school-level PA/PTA cannot be employees of that school or serve on the district's Community Education Council.

District Family Advocates shall obtain meeting dates for the District-level Title I parent consultative structure and forward them to the central Office for Family Engagement and Advocacy by September 30th of each year. These dates will be communicated to parents, including posting on the Department's website.

District Family Advocates shall collect District Parent Involvement Policies and forward them to the central Office for Family Engagement and Advocacy by September 30th each year.

3. Citywide Level: To encourage information dissemination about Title I Programs to parents of Title I participating children, as well as to facilitate consultation with central staff, the NYC Department of Education will continue to meet regularly with Title I District parent representatives via our Title I Citywide Parent Committee. This Committee is the primary group through which Central Department of Education staff consults and obtains feedback regarding Title I and other NCLB initiatives and policies and through which Title I parents can offer direct feedback to central staff. Each District's Title I parent structure is requested to elect one parent representative and one alternate from its members to participate in the Title I Citywide Committee, in accordance with district-level bylaws or parent involvement policies developed to outline this election process.

Below please find the calendar of remaining Title I Citywide Committee meeting dates for the 2009-10 school year and proposed dates for the 2010-2011 school year:

Wednesday, May 21, 2010

Wednesday, September 17, 2010

Wednesday, November 19, 2010

Wednesday, February 11, 2011

Wednesday, April, 15, 2011

All meetings will begin @ 9:30 am. Meeting locations will be posted on the Department of Education website on the OFEA page. Please contact the Office for Family Engagement and Advocacy at (212) 374-2323 for more information about Title I Citywide Committee meetings. You may also contact your District Family

Advocate and/or Borough Director for assistance.

4. Eligibility of School, District and Citywide Title I Parent Representatives:

Parents who are elected to serve as Title I representatives or alternates for their school, district or at the citywide level for a term as stated in their organization's bylaws or policy must be parents of Title I participating children, regardless of the length of tenure stated within the bylaws. School principals or their designee must annually review the eligibility of Title I elected representatives to continue to serve in this capacity. District Family Advocate in consultation with the Community District Superintendent and Borough Director for Family Engagement and Advocacy must annually confirm the eligibility of District Title I elected representatives to continue to serve in this capacity by annually submitting Attachment B to the Office for Family Engagement and Advocacy. If the child of a representative no longer attends a Schoolwide Program school, or no longer receives Title I services in a Targeted Assistance School, then the representative must be replaced through an election process with a parent of a Title I participating child.

Note that Title I parent leaders elected/selected to serve as representatives and/or alternates to the PAC and/or PA at the school level and District Parent Advisory Council (DPAC) or appropriate District Presidents' Council at the district level may not be employed in the school that they represent or the district within which he/she is employed.

5. Role of Title I Parent Leaders: Information Dissemination and Consultation

Parent leaders at the school, district and citywide levels have a dual responsibility: (a) to ensure that information about Title I and other programs, policies and initiatives are shared with other Title I parents; and (b) through their representation, to ensure that the views of Title I parents are expressed on issues affecting their children's education. It is important that school and district level Title I parent leaders have effective, regular two-way communication with parent representatives on SLTs and District Leadership Teams so that issues of importance to parents and children who receive Title I services are considered during the planning, development, implementation and evaluation of Title I funded programs.

Role of School Administrators

Principals shall:

- ensure that the parents of students participating in Title I programs are identified and actively involved in the formation of a consultation structure in accordance with these guidelines;
- convene an annual meeting, at a convenient time, to which all parents of Title I participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part (Title I Part A.) and to explain the requirements of this part, and the right of the parents to be involved;
- provide access to information regarding school budgets, including the overall Title I allocation, and minimum set-aside (no less than 1%) for parent involvement to Title I parents when it becomes available (*please note that the approved Title I parent involvement spending plan and budget should be*

included in the Comprehensive Educational Plan each year beginning in school year 2008-2009);

- disseminate copies of the Title I Parent Involvement Policy and School–Parent Compact to all Title I parents and review these documents in consultation with these parents and/or their representatives and the School Leadership Team membership by December 1st of each school year;
- provide technical assistance to Title I parents regarding issues of procurement protocols, use of purchase orders, and other budgetary related issues;
- review the attached document titled “Title I Parent Involvement Six Requirements for Building Parent Capacity” which outlines requirements as set forth in Section 1118 of Title I for building capacity for parents at the school level

It is strongly recommended that the annual meeting occur prior to December 1st of each year in order to ensure that all Title I parents receive this information in a timely manner.

Role of Parent Coordinators:

Parent Coordinators shall:

- assist with outreach to ensure maximum participation and involvement during Title I school based events and activities, including the required Annual Meeting, PAC or PA meetings and/or workshops
- attend PAC or PA meetings when invited by the PAC or PA and/or Principal
- assist the PAC or PA with the development of the Title I Parent Involvement Policy and Parent School Compact upon request of the PAC or PA and/or the Principal

It is important to note that the Title I parent involvement allocation (no less than 1%) cannot be used as the Parent Coordinator’s budget. In addition, the Parent Coordinator does not oversee the implementation of the Title I parent involvement budget. Note that technical assistance for Parent Coordinators, Principals and Superintendents is available through the Office for Family Engagement and Advocacy at 212-374-2323 or OFEA@schools.nyc.gov.

D. Resources:

- For additional information on No Child Left Behind and Title I, visit the following websites:

📄 U.S. Department of Education: www.ed.gov/

📄 New York State Education Department: www.emsc.nysed.gov/

📄 New York City Department of Education:

📄 <http://schools.nyc.gov/Administration/NCLB/default.htm>

📄 <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>

- For additional information regarding regulations for the students with cognitive disabilities, visit: www.ed.gov/policy/elsec/reg/edpicks.jhtml
- For assistance with planning effective parent involvement programs, contact your school’s Parent Coordinator and/or District Family Advocate.

Attachments

- A. Option for Title I School Parent Consultation Form
- B. Option for Title I District Parent Consultation Form

- C. Examples of Allowable Title I Parent Involvement Expenditure
- D. Sample PIP & Sample Parent School Compact
- E. Sample Budget Spending Plan
- F. Section 1118 of Title I Part A of the ESEA
- G. Title I Parent Involvement Six Requirements for Building Parent Capacity
- H. OFEA School-Level Title I Parent Advisory Guidance Policy Template
- I. OFEA District-Level Title I Parent Advisory Guidance Policy Template
- J. OFEA Sample Agenda for the Required Annual Meeting

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

PS/MS 280 School-Parent Compact

School Responsibilities

PS/MS 280 will:

16. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student achievement standards as follow:
 - a. provide quality training and professional development to all staff members
 - b. ensure that all teachers are certified and licensed in required areas

- c. provide students with books and materials needed
- d. align curriculum with Standards
- e. ensure that students' individual needs are met as best as possible.
- f. provide students with access to the most up-to-date technology

17. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- a. School-Parent Compact will be shared at Curriculum Night, in September, 2010.
- e. Parent-Teacher Conferences are held twice a year, in November (Fall) and March (Spring). The dates are determined by the Chancellor's official Department of Education School Calendar.
- f. Additional conferences are held on an as-needed basis, requested by either the teacher, administrator or parent.

18. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- a. Report Cards are distributed and discussed at Parent Teacher Conferences in November and March
- b. Additional reports are provided at Promotion-In-Doubt meetings in January as part of our Mid-Year Assessments.
- c. A teacher may, at their discretion, arrange additional meetings with parents

19. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- a. Curriculum Night – September, 2010
- b. Parent-Teacher Conferences in November, 2010 and March, 2010
- c. Frequent reports to parents
- d. Teachers also supply parents with copies of their prep schedule and times of availability. This is done in written form, immediately upon commencement of the school year in September

20. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- a. Author/Writing Celebrations
- b. Earth Day Celebrations
- c. Holiday Assemblies
- d. Bimonthly Award Assemblies

- e. Classroom Volunteers
- f. Volunteer to go on trips or outings
- g. Schoolwide Parades
- h. Field Day in June

21. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

See above – Parental Involvement Policies

22. Involve parents in the joint development of any Schoolwide Program plan, in an organized, ongoing and timely way.

See above – Parental Involvement Policies

23. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

We will convene an annual conference for Title I parents to inform them of the Title I programs and then their right to be involved. The Conference will be held in October, 2010, during the school day. An additional conference will be held in the evening during October, 2010, to accommodate parents that cannot attend during the school day.

24. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide translation and oral interpretations during meetings with use of Parent Coordinator, Parent Volunteers and selected school staff. IEP teacher, Social Worker, Guidance Counselor and SAPIS Counselor will be available to meet with parents with disabilities.

- Communicate with their child(ren)’s teacher(s) about their educational needs.
- Work with the Parent Coordinator to have the school provide different types of training and/or assistance we need to help us become more effective in the educational process of our children.
- Be aware of the school-wide themes and assist our children with the learning process.
- Be aware of and support the contents of the Family School Handbook.
- Be aware of the New York State Learning and Promotional Standards and how they will effect my child(ren).

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Public School/Middle School 280 conducts an ongoing, yearlong analysis of student achievement and program effectiveness in Reading, Writing, Social Studies Mathematics and Technology. The purpose of this initiative is to effectively support student achievement as it relates to meeting challenging State and City content and performance standards. The findings of the reviews enable the school Executive Team to make “corrections” to the operative CEP to facilitate improvement in the school’s instructional and educational operations. The assessments also fulfill the requirements under the Federal (2001) No Child Left Behind Act.

Numerous measures, including standardized tests (hard data: i.e., McGraw-Hill developed city-wide periodic assessments, NYSESLAT, ELA, E-PAL, Science, NYC/NYS Math and non-standardized assessments (soft data: i.e. Learning Walks, E-CLAS 2, Passport Voyager, Wilson Reading System, teacher-made tests, formal and/or informal teacher observations, conferring notes, analysis of benchmark writing samples, attendance/lateness records, teacher referrals for a child study and/or evaluation) are all employed by classroom teachers, support personnel and the school’s administrators to evaluate programs, students and teachers. “Hard data” is disaggregated by sub groups to indicate progress toward meeting the standards while “soft data” is reviewed to see how/and or in what manner it supports an array of test scores. The Executive Team at specific intervals (Report Card times, mid-year, end-of-year) evaluates all of the existing data in relation to school-wide goals and objectives. Gaps are identified; suggestions and solutions and/or recommendations are sought to close those gaps. This “problem solving” may result in any or all of the following: (a) a change in OTP schedules to place more instructors in classrooms where there are many potential Holdovers to give the children more small group instruction; (b) the ordering of additional supplementary materials; (c) revising scheduled

Professional Development workshops to incorporate other research-based “Best Practices” (d) requesting a parent-teacher conference; (e) attending an Extended Day and/or Saturday Academy program.

2. Schoolwide reform strategies that:

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

These School wide strategies are addressed in the action plans of Goals 1-5.

3. Instruction by highly qualified staff.

The School Executive Team, along with the school secretaries, meets with certified teachers to discuss their graduate school plans. College programs, UFT courses and Professional Development offerings are posted in the Staff Developer's/Coaches Resource Room. Throughout the year, every teacher participates in an array of in-house Professional Development programs/activities to enhance teaching practices. These are given both during the school day and after school. The trainers come from the school's administration and/or Executive Team, the teaching staff or from outside consultants such as the Aussies, and Teaching Matters. Learning Walks, classroom visitations (informal and formal), looking at lesson plans and the viewing of student work, monitor the quality of the school's instructional program throughout the school. Immediate feedback is provided to maintain high standards. Teachers are held accountable for the achievement scores/levels their students receive on City/State tests as well as on in-house benchmark writing samples and E-CLAS 2/DRA/McGraw-Hill citywide periodic assessments. At the end of the school year teachers meet with the Principal to discuss this year's achievements and next year's goals. “At Risk” teachers receive additional one-on-one assistance from consultants, Literacy/Math coaches and from the Principal or Assistant Principals.

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.

The Professional Development offered at P.S./M.S. 280 is determined by test data and a teacher survey of specific needs to meet curriculum demands of and a diverse student population. Debriefing sessions after Learning Walks also provide topics for Professional Development. The Professional Development menu is also influenced by new curriculum initiatives that require large/small groups of teachers to be learning at the same time. In instances such as this, the Principal, Assistant Principals, Lead Teacher, Test and/or Bilingual Coordinators and Literacy/Math Coaches turnkey the training to the teaching staff. The initiatives are monitored to ensure that the children are focused and learning specific skills. Grade meetings facilitate further planning and assessment of new initiatives and ongoing programs. Grade meetings also provide teachers with an opportunity to assess student achievement levels and recommend additional support for those struggling to achieve. Student performance/outcomes (data) is analyzed by the Executive Team to see that it reflects the implementation of skills/strategies and content knowledge learned during Professional Development sessions and applied in classrooms. Study Groups also provide teachers with insights/information about specific educational topics, i.e. Literature Circles, assessment and feedback, developing readers, etc.

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

Most teachers recruited to P.S./M.S. 280 are through recommendations and “word of mouth.” They are interviewed by the Principal and are guided around the school to view the academic and social environment they will be joining. Often, a prospective teacher will do per diem subbing before officially becoming a member of the staff. New teachers are buddied with an experienced teacher, work with Grade Leaders and may have a UFT mentor. Literacy/Math Coaches model lessons in a new teacher’s classroom to demonstrate a new strategy, one that needs to be revisited or a Best Practice. Common preparation periods for teachers on a grade offer the new teacher additional support. During the Extended Year Summer Program, prospective new teachers are invited to become Summer Interns. The Interns are paired with experienced teachers to become familiar with the school’s culture and teaching practices.

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

I. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:

- b. Report Cards are distributed and discussed at Parent Teacher Conferences in November and March
- c. Additional reports are provided at Promotion-In-Doubt meetings in January as part of our Mid-Year Assessments.
- d. A teacher may, at their discretion, arrange additional meetings with parents

II. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- e. Curriculum Night – September, 2010
- f. Parent-Teacher Conferences in November, 2010 and March, 2010
- g. Frequent reports to parents
- h. Teachers also supply parents with copies of their prep schedule and times of availability. This is done in written form, immediately upon commencement of the school year in September

III. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

- Author/Writing Celebrations
- Earth Day Celebrations
- Holiday Assemblies
- Bimonthly Award Assemblies
- Classroom Volunteers
- Volunteer to go on trips or outings
- Schoolwide Parades
- Field Day in June

- e) 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.

Pre-school students are able to adjust to a Kindergarten program due: (a) to small class registers (25 students per class), (b) Educational Assistants working in the classroom for several periods a day to provide small group instruction, (c) and warm, friendly, colorful classroom environments. Frequent parent-teacher meetings and a Kindergarten orientation, in the Spring prior to entry into a Kindergarten classroom, all contribute to a successful transition.

- f) 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.

These School wide strategies are addressed in the action plans of Goals 1-5.

g) 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.

These School wide strategies are addressed in the action plans of Goals 1-5.

h) 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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Not Applicable to PS/MS 280 as we are not a TAS school

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

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.
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.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

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.
 - (a) Provide the following information: 2010 anticipated Title I allocation = \$ _____; 10% of Title I allocation = \$ _____.
 - (b) Describe how the 10 percent of the Title I funds for professional development 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.

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.

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**

To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Public School/Middle School 280 conducts an ongoing, yearlong analysis of student achievement and program effectiveness in Reading, Writing, Social Studies Mathematics and Technology. The purpose of this initiative is to effectively support student achievement as it relates to meeting challenging State and City content and performance standards. The findings of the reviews enable the school Executive Team to make "corrections" to the operative CEP to facilitate improvement in the school's instructional and educational operations. The assessments also fulfill the requirements under the Federal (2001) No Child Left Behind Act.

Numerous measures, including standardized tests (hard data: i.e., McGraw-Hill developed city-wide periodic assessments, NYSESLAT, ELA, E-PAL, Science, NYC/NYS Math and non-standardized assessments (soft data: i.e. Learning Walks, E-CLAS 2, Passport Voyager, Wilson Reading System, teacher-made tests, formal and/or informal teacher observations, conferring notes, analysis of benchmark writing samples, attendance/lateness records, teacher referrals for a child study and/or evaluation) are all employed by classroom teachers, support personnel and the school's administrators to evaluate programs, students and teachers. "Hard data" is disaggregated by sub groups to indicate progress toward meeting the standards while "soft data" is reviewed to see how/and or in what manner it supports an array of test scores. The Executive Team at specific intervals (Report Card times, mid-year, end-of-year) evaluates all of the existing data in relation to school-wide goals and objectives. Gaps are identified; suggestions and solutions and/or recommendations are sought to close those gaps. This "problem solving" may result in any or all of the following: (a) a change in OTP schedules to place more instructors in classrooms where there are many potential Holdovers to give the children more small group instruction; (b) the ordering of additional supplementary materials; (c) revising scheduled Professional Development workshops to incorporate other research-based "Best Practices" (d) requesting a parent-teacher conference; (e) attending an Extended Day and/or Saturday Academy program.

We will now include the findings from, **AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS IN OUR SELF ASSESSMENT PROCESS.**

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We do not believe this finding is relevant to our school at this time. Next year we will enter our 4th year as an Empowerment School. We plan to continue our reflective practice of school based balanced literacy with the end goal of meeting our AYP. We will continue a school wide purpose of increasing the learning of rich vocabulary development, writing and publishing student pieces that, at the minimum meet New York State Writing Standards, though our plan is to exceed them. We will continue to mirror what the region espouses and modify it respectively to meet our rigorous school culture and high expectations. For instance, we will continue to use the DRA for not only our at-risk 4th-8th grade students as well as the ECLAS-II to assess our neediest K-3 students as suggested by the Region, however as a school, we will analyze our own data and use it to move student work according to our own unique needs. Additionally, we look to measure our instruction against grade appropriate Performance Indicators and Competencies to assist in the honing of our students' writing skills. Being an Autonomy School affords us greater opportunity to provide best practices to our students because we are most informed of their achievements and abilities. We believe that with only with this exclusive familiarity can we push them to meet our high expectations. Emphasis will be placed, school-wide, on improving all literacy skills i.e.: reading with fluency, comprehending text, vocabulary development, spelling, writing, listening, and speaking. A focused effort will be to expand the vocabulary of every student and to improve every student's spelling skills. Phonemic awareness and phonics will be emphasized in every Kindergarten class to give these children a strong foundation in the alphabet and word families, tools requisite for developing skills/strategies needed to meet today's more rigorous and demanding literacy standards. Beginning in second grade, children will learn how to take notes on a story or non-fiction book/article, etc. The children will then learn how to use the notes to develop paragraphs in response to specific questions about the selection(s). More time will be allotted to developing listening skills through Read Alouds and discussions; the evidence of this initiative will be the quality of Accountable Talk (as well as Literature Circles in the upper grades) in every classroom and the children's ability to apply listening skills to specific tasks and directives in classroom activities and in test-taking situations. Writing skills (grammar, punctuation, capitalization) that facilitate proficiency and voice in writing literate, cohesive pieces will be emphasized, via mini lessons in every classroom. Writing Prompts and the Writing Process will be employed along with standard aligned rubric scores and conferring to provide students with feedback on the development of their skills. Students will have many opportunities to write in an array of genres, all related to the authors and writing styles being studied in their classrooms. Author Celebrations will showcase the evidence, i.e., exemplary student writing, of the learning taking place in their classrooms. Every teacher will continue to incorporate literacy, math and theme vocabulary word walls into all phases of grade specific curricula. Word Walls will continue to reflect the importance placed on expanding the vocabulary of our students and an increase in fluency rates. Classroom libraries and the school library will continue to expand with more non-fiction materials to support curricula needs and student interests, i.e. acquiring a greater knowledge base of theme, science, social studies, and literacy content. Teachers will continue to level 1/3 of their libraries using the Fountas and Pinnell system in order to support students' independent reading levels. Additional literacy support materials will be purchased for the Staff Development Room to enhance teacher planning to meet an array of ability levels (differentiated learning). Teachers will give more frequent assessments of core subjects to obtain current data on the amount and level of student achievement in the core subjects; data analysis of these assessments will enable the teachers to plan lessons to meet specific objectives as revealed by the test scores. Other data, (i.e., McGraw-Hill city-wide periodic

assessments, DRA, E-CLAS 2, simulation tests, etc) will also be analyzed to inform lesson/unit planning to focus on targeted student learning outcomes.

As a result of a careful analysis of DRA data, a concentrated effort will be placed on improving the fluency of our challenged middle school readers during 2008-2009. Plans have been developed to assist teachers in their planning and lesson implementation of instructional practices that foster fluency, including increased Read Aloud occurrences, providing many opportunities for students to practice reading as seen during Literature Groups/Book Groups as well as the practice of student self monitoring of reading rates. The literacy coach and Literacy Support Specialist collaborate with teachers to identify Best Practices that will strengthen the educational efforts around achieve positive outcomes. Struggling readers will receive individualized reading plans based on their strengths and weaknesses as determined by the DRA. Students reading rates are assessed through one-minute timed readings, the process assessment of the DRA (3x a year) and informal reading inventories.

The spelling and vocabulary plans discuss the words to be taught on each grade, “Best Practices” and suggestions for assessing the children in each subject area. Weekly spelling and vocabulary tests are suggested, as well as a weekly vocabulary test that is to review prior learning.

Writing Portfolios will be maintained for every student as an assessment tool. Drafts and final copies of writing pieces will receive a standards aligned rubric score of 1 to 4 to evidence writing proficiency. Teachers will continue to confer with students in reading and writing; conferring notes, to be used as an instructional tool for mini-lessons, as well as strategy lessons, will be maintained in binders. The literacy coach will collaborate with teachers to help measure student performance against New York State Writing Performance indicators to monitor the alignment of instruction to State Standards. Students will reflect on their growth as writers in the areas of development, meaning, organization, language, and mechanics.

Every teacher will emphasize the development of higher order thinking skills (synthesis, analysis, evaluation) through oral and written responses to specific questions. Teachers will use the “Think Aloud” model to demonstrate the process of explaining and/or defending an answer. Finding the “hidden” meaning (inference) of a statement, paragraph, phrase, etc, will be incorporated into this initiative through the employment of inferential questions in all core subjects.

Students will become more adept at reading lengthy non-fiction passages, such as Non Fiction Narratives (developing stamina) and responding to complex related questions through the use of a timer. This initiative will be accomplished through classroom management practices and test simulations.

The literacy pacing calendars for teaching reading and writing, Kindergarten-Grade 8, will be revised to reflect current student needs and the testing calendar for 2008-2009. They will reflect P.S./M.S. 280’s high academic standards, insuring that content scaffolding and academic challenge will be interwoven into the framework of the document. An example of the rigor that will be implemented is the introduction of an 8th grade Social Studies Exiting Project in which students will complete a self directed research piece.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Public School/Middle School 280 conducts an ongoing, yearlong analysis of student achievement and program effectiveness in Reading, Writing, Social Studies Mathematics and Technology. The purpose of this initiative is to effectively support student achievement as it relates to meeting challenging State and City content and performance standards. The findings of the reviews enable the school Executive Team to make “corrections” to the operative CEP to facilitate improvement in the school’s instructional and educational operations. The assessments also fulfill the requirements under the Federal (2001) No Child Left Behind Act.

Numerous measures, including standardized tests (hard data: i.e., McGraw-Hill developed city-wide periodic assessments, NYSESLAT, ELA, E-PAL, Science, NYC/NYS Math and non-standardized assessments (soft data: i.e. Learning Walks, E-CLAS 2, Passport Voyager, Wilson Reading System, teacher-made tests, formal and/or informal teacher observations, conferring notes, analysis of benchmark writing samples, attendance/lateness records, teacher referrals for a child study and/or evaluation) are all employed by classroom teachers, support personnel and the school’s administrators to evaluate programs, students and teachers. “Hard data” is disaggregated by sub groups to indicate progress toward meeting the standards while “soft data” is reviewed to see how/and or in what manner it supports an array of test scores. The Executive Team at specific intervals (Report Card times, mid-year, end-of-year) evaluates all of the existing data in relation to school-wide goals and objectives. Gaps are identified; suggestions and solutions and/or recommendations are sought to close those gaps. This “problem solving” may result in any or all of the following: (a) a change in OTP schedules to place more instructors in classrooms where there are many potential Holdovers to give the children more small group instruction; (b) the ordering of additional supplementary materials; (c) revising scheduled Professional Development workshops to incorporate other research-based “Best Practices” (d) requesting a parent-teacher conference; (e) attending an Extended Day and/or Saturday Academy program.

We will now include the findings from, **AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS IN OUR SELF ASESMENT PROCESS.**

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

We do not believe that the finding are relevant for our school. As a fourth year *Empowerment School*, we will continue to ensure that our students move to higher levels of achievement in mathematics. Students will participate in a grade-specific standard based program of curriculum and formal and informal periodic assessment. The grade specific curriculums are completely generated from the *New York State Standards for Process and Content*. The formal periodic assessments are issued by McGraw Hill and the data is organized by ARIS

– AQUITY. These assessments are made up of the two predictives and three diagnostics, the results of these assessments are used to drive instruction and help teachers better support their students’ abilities and difficulties. We continue to work with our math AUSSIE to provide the teachers with a comprehensive math program for grades 3-8. The program is standards based and aligned to the New York State Math Exam. Teachers and coaches use a baseline assessment to gage the students’ understanding of mathematical concepts within the strands of the standards. Monthly, teachers receive writing pieces and/or portfolio pieces. These pieces are used to support the taught curriculum and help to extend the students’ skills in problem solving. Teachers are given scaffolding questions. Scaffolding questions are designed to re-teach the skills that lead up to the current grades questions. All the materials provided to the teachers and all their resources are based on the students’ assessment data analysis. Our math program also includes student surveys for targeted students. The students in grades 5 to 8 are given *Student Learning Style Surveys*. Once the data is collected from the students’ answers it helps the teachers learn their individual student’s learning style. Another survey used in our school is given to students that have not shown one year’s progress on the state exam. The questions ask the students to respond to the following: homework habits, attendance and lateness, favorite area of study, challenges, and instructional preferences. This informal data is provided to teachers in order for them to plan for differentiated instruction.

The purpose of these initiatives is to analyze the skills/knowledge of the students, see his or her growth and compile data from the teacher and individual student. All data compiled will be used to drive instruction in the classrooms, place students in educational support groups and to analyze the students’ progress.

Our program will consist of six assessment elements:

1. Teacher Generated Assessment:

Teachers at PS/MS 280 are required to conduct timely and consistent assessments over the year and to report assessments to students regularly. Teachers have flexibility in the types and style of teacher generated assessments and recording.

Purpose: To inform progress of students and inform teaching practice.

2. Periodic Assessments:

2a. PS/MS 280 will conduct 5 periodic assessments over the year. These assessments are created by McGraw Hill and are aligned to the state standards.

Purpose: Results from the test will provide teachers with data that explains the students’ strengths and difficulties in specific strands.

Reporting: Tests are scored by McGraw Hill and ARIS-AQUITY reports the data. The Coach will disseminate the data to the teachers, with a plan of action on how to correct the weakness among the students.

2b. Teachers also administer a *Baseline* assessment as well as an *End of the Year* assessment.

Purpose: Results from the tests, provide teachers with data that explains their students’ strengths and weakness in the specific strands from the year before. Furthermore, the End of the Year Assessment will give the following year’s teachers the knowledge of the current student’s abilities.

Reporting: Tests are scored by scantron machine. The Coach disseminates the data to the teacher with a scale of where the individual student ranks among the class. A plan of action accompanies the results as well. This plan is designed to support the teachers in addressing their students’ needs.

3. Portfolio Pieces.

PS/MS 280 will require students to complete a Portfolio of 10 Math items that showcase the progress of student work over the year. These Portfolio pieces will form the centerpiece of the student-collected work.

Purpose: Portfolio pieces represent student achievement and provide student's written evidence of progress toward the process standards.

Reporting: Teacher uses the rubric to grade the students' work. Rubric is adapted from the state math norms for three point and two point questions. Grades are submitted to coach for further analysis. Coach may create a scaffolding packet for the classes that show a great misconception.

4. Writing in Math.

PS/MS 280 will require students to complete at least 6 writing tasks in math. These tasks are aligned to the extended response questions on the state exam and use the 3-point rubric for scoring. Students will be required to use and understand the 3-point rubric for scoring extended responses.

Purpose: To build the capacity and scores of students' responses on 2 and 3 point extended response questions that form the major point scoring section of the exam. To determine Intervention needs of specific students over the year.

Reporting: Teachers are required to submit the grades to the coach.

5. Test Preparation:

PS/MS 280 will conduct 2 Exam simulations over the year, the January 2010 Simulation exam and the May 2011 State Exam. Students will also be provided with scaffolding questions for study purposes.

Purpose: To build student capacity and determine Intervention programs.

Reporting: Multiple-choice recording not required. Grading Extended response required.

6. **Formal Periodic Assessments** – PS/MS 280 will conduct formal periodic assessments issued by McGraw Hill.

Purpose: These assessments are made up of the two predictives and three diagnostics, the results of these assessments are used to drive instruction and help teachers better support their students' abilities and difficulties.

Reporting: The data is organized by ARIS – AQUITY. Teachers will be given this data to drive instruction, test prep and correct any misconceptions.

Frequency Map.

Frequency Map.

To minimize the workload over the year, the following chart shows the assessment timelines.

Key	S = Simulated State Exam	P = Portfolio	C= Criteria piece	B= Baseline
	PD = Predictive	EX= Exit Exam	ITA = Diagnostic	

S	O	N	D	J	F	M	A	M	J	<u>School Calendar</u>
										<u>Purpose</u>
B			ITA				ITA		EX	Progress Check
				PD	S				PD	Capacity
	W		W		W		W		W	Intervention
P		P		P		P		P		Showcase

Simulated Test, Predictive Exams and ITAs – Diagnostic Tests

<u>Time & Test</u>	<u>February Simulated Test</u>	<u>January and June Predictive Test</u>	<u>December and April ITAs – Diagnostic</u>
<u>Design</u>	Approximately 30 multiple Choice and Approximately 10 Short and Extended Response	Approximately 30 multiple Choice and Approximately 2 Short and Extended Response	Approx 50 multiple choice
<u>Scored by</u>	Machine and Teacher	Mc Graw Hill and Teacher	McGraw Hill
<u>Time</u>	50 minute period for Multiple Choice and One hour for Short & Extended Response	45 minute period for Multiple Choice and 35 minutes for Short & Extended Response	One hour period
<u>Item Map</u>	Pre & Post March Standards selected by the State Education Department (Past Year's Exam-year 2006)	A: Questions from past standards. B. Questions on the current work. C. Questions on the future work.	A: Questions from past standards. B. Questions on the current work. C. Questions on the future work.
<u>Data</u>	This data will be analyzed over time to determine: <ul style="list-style-type: none"> • The retention of student knowledge • The abilities of students in the Current work • Student performance on new curriculum • Early intervention work. 		

Portfolio Pieces:

Frequency	Every other month
Design	Extended response style questions aligned to course work
Scored	Teacher
Time	Half period or less.
Data	Teachers record the data on a single spread sheet, student work kept in student Math Folder

Writing in Math.

Frequency	Each alternate month
Design	Extended response style questions aligned to course work
Scored by	Students
Time	Half period or less.
Data	Teachers record the data for students scoring 0 or 1 on a single spread sheet, reporting 6 times per year by providing a copy of their progressive data sheet.

Every teacher will be responsible to follow the NYS Standard Based Pacing/Curriculum Calendars, created by the coach for grades K to 8. This ensures that the curriculum is taught in a timely manner in accordance with state’s curriculum regulations for Process and Content Math Strands. Every teacher will also use the 60-minute Workshop Model Math Block set forth by the region, to teacher their respective classes. Teachers, where applicable, will use the results of the Simulated Test, Predictive Exams and ITAs – Diagnostic Tests, the prior year’s test results and student’s performance levels on any assessment, to provide a standard based personalized instructional program for their students.

As an Empowerment School, we will continue to employ the services and expertise of the AUSSIE, Frank Shoonderbeek in our testable grades. In addition, math is provided on a daily/ regular basis with the Problem of the Day, Do Now and the one hour Math Workshop. For additional support in math literacy and computation skills, all the students in grades 3to 8 are given and additional support teacher in their classroom. They are there to work one-on-one with the individual students who are struggling. AIS after school and the Saturday Academy are provided to those students who do not perform well on the Baseline assessment. All that we do in math is derived from the NYS Process and Content Standards.

As an Empowerment School, teachers in grades Kindergarten to five will continue to not employ the use of the Everyday Mathematics and Math Steps programs in their instruction. Teachers in Grades 6th through 8th will choose to use Glenco Skills Builder in their classrooms. The Impact Math Program will not be used. These text will be available as resources for the teachers to use at their discretion. Teachers will continue to connect math to literacy selections and real-life situations (i.e., food shopping, movie schedules, menus, recipes, percent off, sales tax, sports fields, world currency, etc.). This will help children understand that math is interwoven into the fabric of all aspects of their lives. Teachers will continue to integrate math into theme plans to provide their students with additional math experiences. Every teacher will give more frequent math assessments to determine the current level and pace of student achievement. Students struggling to master mathematical skills/concepts will be provided with additional support to enable them to “catch up.”

Students of PS/MS 280 will continue to use math journals, skills books, trade books and test preparation materials. These grade appropriate resources and supplies are all used to improve and master computations, problem-solving strategies and build on individual test sophistication. In their journals, they will incorporate a written explanation (including appropriate math terms/vocabulary) with a diagram or picture of the process used to solve the problem. Students will use an array of manipulatives in their investigations and explorations of math problems, for example rulers, shapes, protractors and calculators. Mastery of computational skills in addition, subtraction, multiplication and division will be emphasized to facilitate problem solving skills and strategies. Students in grades Kindergarten to 8th will be taking a formal, teacher created Standard based assessment. The data from these assessments will be used to inform future instruction, show the student's progress and support that the current use of the standards and school resources are being adequately used.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Public School/Middle School 280 conducts an ongoing, yearlong analysis of student achievement and program effectiveness in Reading, Writing, Social Studies Mathematics and Technology. The purpose of this initiative is to effectively support student achievement as it relates to meeting challenging State and City content and performance standards. The findings of the reviews enable the school Executive Team to make “corrections” to the operative CEP to facilitate improvement in the school’s instructional and educational operations. The assessments also fulfill the requirements under the Federal (2001) No Child Left Behind Act.

Numerous measures, including standardized tests (hard data: i.e., McGraw-Hill developed city-wide periodic assessments, NYSESLAT, ELA, E-PAL, Science, NYC/NYS Math and non-standardized assessments (soft data: i.e. Learning Walks, E-CLAS 2, Passport Voyager, Wilson Reading System, teacher-made tests, formal and/or informal teacher observations, conferring notes, analysis of benchmark writing samples, attendance/lateness records, teacher referrals for a child study and/or evaluation) are all employed by classroom teachers, support personnel and the school’s administrators to evaluate programs, students and teachers. “Hard data” is disaggregated by sub groups to indicate progress toward meeting the standards while “soft data” is reviewed to see how/and or in what manner it supports an array of test scores. The Executive Team at specific intervals (Report Card times, mid-year, end-of-year) evaluates all of the existing data in relation to school-wide goals and objectives. Gaps are identified; suggestions and solutions and/or recommendations are sought to close those gaps. This “problem solving” may result in any or all of the following: (a) a change in OTP schedules to place more instructors in classrooms where there are many potential Holdovers to give the children more small group instruction; (b) the ordering of additional supplementary materials; (c) revising scheduled Professional Development workshops to incorporate other research-based “Best Practices” (d) requesting a parent-teacher conference; (e) attending an Extended Day and/or Saturday Academy program.

We will now include the findings from, **AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS IN OUR SELF ASESMENT PROCESS.**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Public School/Middle School 280 conducts an ongoing, yearlong analysis of student achievement and program effectiveness in Reading, Writing, Social Studies Mathematics and Technology. The purpose of this initiative is to effectively support student achievement as it relates to meeting challenging State and City content and performance standards. The findings of the reviews enable the school Executive Team to make “corrections” to the operative CEP to facilitate improvement in the school’s instructional and educational operations. The assessments also fulfill the requirements under the Federal (2001) No Child Left Behind Act.

Numerous measures, including standardized tests (hard data: i.e., McGraw-Hill developed city-wide periodic assessments, NYSESLAT, ELA, E-PAL, Science, NYC/NYS Math and non-standardized assessments (soft data: i.e. Learning Walks, E-CLAS 2, Passport Voyager, Wilson Reading System, teacher-made tests, formal and/or informal teacher observations, conferring notes, analysis of benchmark writing samples, attendance/lateness records, teacher referrals for a child study and/or evaluation) are all employed by classroom teachers, support personnel and the school’s administrators to evaluate programs, students and teachers. “Hard data” is disaggregated by sub groups to indicate progress toward meeting the standards while “soft data” is reviewed to see how/and or in what manner it supports an array of test scores. The Executive Team at specific intervals (Report Card times, mid-year, end-of-year) evaluates all of the existing data in relation to school-wide goals and objectives. Gaps are identified; suggestions and solutions and/or recommendations are sought to close those gaps. This “problem solving” may result in any or all of the following: (a) a change in OTP schedules to place more instructors in classrooms where there are many potential Holdovers to give the children more small group instruction; (b) the ordering of additional supplementary materials; (c) revising scheduled Professional Development workshops to incorporate other research-based “Best Practices” (d) requesting a parent-teacher conference; (e) attending an Extended Day and/or Saturday Academy program.

To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Public School/Middle School 280 conducts an ongoing, yearlong analysis of student achievement and program effectiveness in Reading, Writing, Social Studies Mathematics and Technology. The purpose of this initiative is to effectively support student achievement as it relates to meeting challenging State and City content and performance standards. The findings of the reviews enable the school Executive Team to make "corrections" to the operative CEP to facilitate improvement in the school's instructional and educational operations. The assessments also fulfill the requirements under the Federal (2001) No Child Left Behind Act.

Numerous measures, including standardized tests (hard data: i.e., McGraw-Hill developed city-wide periodic assessments, NYSESLAT, ELA, E-PAL, Science, NYC/NYS Math and non-standardized assessments (soft data: i.e. Learning Walks, E-CLAS 2, Passport Voyager, Wilson Reading System, teacher-made tests, formal and/or informal teacher observations, conferring notes, analysis of benchmark writing samples, attendance/lateness records, teacher referrals for a child study and/or evaluation) are all employed by classroom teachers, support personnel and the school's administrators to evaluate programs, students and teachers. "Hard data" is disaggregated by sub groups to indicate progress toward meeting the standards while "soft data" is reviewed to see how/and or in what manner it supports an array of test scores. The Executive Team at specific intervals (Report Card times, mid-year, end-of-year) evaluates all of the existing data in relation to school-wide goals and objectives. Gaps are identified; suggestions and solutions and/or recommendations are sought to close those gaps. This "problem solving" may result in any or all of the following: (a) a change in OTP schedules to place more instructors in classrooms where there are many potential Holdovers to give the children more small group instruction; (b) the ordering of additional supplementary materials; (c) revising

scheduled Professional Development workshops to incorporate other research-based “Best Practices” (d) requesting a parent-teacher conference; (e) attending an Extended Day and/or Saturday Academy program.

We will now include the findings from, **AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS IN OUR SELF ASSESSMENT PROCESS.**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

We do not have a high teacher turnover rate.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program. Public School/Middle School 280 conducts an ongoing, yearlong analysis of student achievement and program effectiveness in Reading, Writing, Social Studies Mathematics and Technology. The purpose of this initiative is to effectively support student achievement as it relates to meeting challenging State and City content and performance standards. The findings of the reviews enable the school Executive Team to make “corrections” to the operative CEP to facilitate improvement in the school’s instructional and educational operations. The assessments also fulfill the requirements under the Federal (2001) No Child Left Behind Act.

Numerous measures, including standardized tests (hard data: i.e., McGraw-Hill developed city-wide periodic assessments, NYSESLAT, ELA, E-PAL, Science, NYC/NYS Math and non-standardized assessments (soft data: i.e. Learning Walks, E-CLAS 2, Passport Voyager, Wilson Reading System, teacher-made tests, formal and/or informal teacher observations, conferring notes, analysis of benchmark writing samples, attendance/lateness records, teacher referrals for a child study and/or evaluation) are all employed by classroom teachers, support personnel and the school’s administrators to evaluate programs, students and teachers. “Hard data” is disaggregated by sub groups to indicate progress toward meeting the standards while “soft data” is reviewed to see how/and or in what manner it supports an array of test scores. The Executive Team at specific intervals (Report Card times, mid-year, end-of-year) evaluates all of the existing data in relation to school-wide goals and objectives. Gaps are identified; suggestions and solutions and/or recommendations are sought to close those gaps. This “problem solving” may result in any or all of the following: (a) a change in OTP schedules to place more instructors in classrooms where there are many potential Holdovers to give the children more small group instruction; (b) the ordering of additional supplementary materials; (c) revising scheduled Professional Development workshops to incorporate other research-based “Best Practices” (d) requesting a parent-teacher conference; (e) attending an Extended Day and/or Saturday Academy program.

We will now include the findings from, **AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS IN OUR SELF ASSESSMENT PROCESS.**

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

English Language Learners (ELLs), identified through the New York State English As A Second Language Achievement Test (NYSESLAT) and in-house testing, will practice in an intensive English language acquisition initiative to foster their academic growth to meet established performance levels. Based upon the Chancellor’s Recommendations (7) for English Language Learners, the program will meet the learning standards established for this group of students. Best Practices (i.e., teacher modeling of all activities/task analysis, sheltered language, “hands-on” experiences, teacher preparation/planning, assisted learning, accountable talk, conferring, scaffolding, peer modeling) will be employed in all classrooms. School administrators, classroom teachers and ESL teachers will participate in Professional Development programs designed to facilitate the implementation of the ELL initiative.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Public School/Middle School 280 conducts an ongoing, yearlong analysis of student achievement and program effectiveness in Reading, Writing, Social Studies Mathematics and Technology. The purpose of this initiative is to effectively support student achievement as it relates to meeting challenging State and City content and performance standards. The findings of the reviews enable the school Executive Team to make "corrections" to the operative CEP to facilitate improvement in the school's instructional and educational operations. The assessments also fulfill the requirements under the Federal (2001) No Child Left Behind Act.

Numerous measures, including standardized tests (hard data: i.e., McGraw-Hill developed city-wide periodic assessments, NYSESLAT, ELA, E-PAL, Science, NYC/NYS Math and non-standardized assessments (soft data: i.e. Learning Walks, E-CLAS 2, Passport Voyager, Wilson Reading System, teacher-made tests, formal and/or informal teacher observations, conferring notes, analysis of benchmark writing samples, attendance/lateness records, teacher referrals for a child study and/or evaluation) are all employed by classroom teachers, support personnel and the school's administrators to evaluate programs, students and teachers. "Hard data" is disaggregated by sub groups to indicate progress toward meeting the standards while "soft data" is reviewed to see how/and or in what manner it supports an array of test scores. The Executive Team at specific intervals (Report Card times, mid-year, end-of-year) evaluates all of the existing data in relation to school-wide goals and objectives. Gaps are identified; suggestions and solutions and/or recommendations are sought to close those gaps. This "problem solving" may result in any or all of the following: (a) a change in OTP schedules to place more instructors in classrooms where there are many potential Holdovers to give the children more small group instruction; (b) the ordering of additional supplementary materials; (c) revising scheduled Professional Development workshops to incorporate other research-based "Best Practices" (d) requesting a parent-teacher conference; (e) attending an Extended Day and/or Saturday Academy program.

We will now include the findings from, **AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS IN OUR SELF ASSESSMENT PROCESS.**

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All mandated Literacy and Math Programs will be incorporated into activities for ELLs. All teachers will employ Best Practices and participate in all Staff Development initiatives. Books will be purchased to support classroom libraries and classroom resources. ELLs will participate in an Extended Day program, contingent upon funding. Parents will participate in informative workshops. Title I Funding – ESL for Parents beginning in February. Teachers will use an array of sensory materials to develop the listening, speaking, reading and writing of their students.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Public School/Middle School 280 conducts an ongoing, yearlong analysis of student achievement and program effectiveness in Reading, Writing, Social Studies Mathematics and Technology. The purpose of this initiative is to effectively support student achievement as it relates to meeting challenging State and City content and performance standards. The findings of the reviews enable the school Executive Team to make "corrections" to the operative CEP to facilitate improvement in the school's instructional and educational operations. The assessments also fulfill the requirements under the Federal (2001) No Child Left Behind Act.

Numerous measures, including standardized tests (hard data: i.e., McGraw-Hill developed city-wide periodic assessments, NYSESLAT, ELA, E-PAL, Science, NYC/NYS Math and non-standardized assessments (soft data: i.e. Learning Walks, E-CLAS 2, Passport Voyager, Wilson Reading System, teacher-made tests, formal and/or informal teacher observations, conferring notes, analysis of benchmark writing samples, attendance/lateness records, teacher referrals for a child study and/or evaluation) are all employed by classroom teachers, support personnel and the school's administrators to evaluate programs, students and teachers. "Hard data" is disaggregated by sub groups to indicate progress toward meeting the standards while "soft data" is reviewed to see how/and or in what manner it supports an array of test scores. The Executive Team at specific intervals (Report Card times, mid-year, end-of-year) evaluates all of the existing data in relation to school-wide goals and objectives. Gaps are identified; suggestions and solutions and/or recommendations are sought to close those gaps. This "problem solving" may result in any or all of the following: (a) a change in OTP schedules to place more instructors in classrooms where there are many potential Holdovers to give the children more small group instruction; (b) the ordering of additional supplementary materials; (c) revising scheduled Professional Development workshops to incorporate other research-based "Best Practices" (d) requesting a parent-teacher conference; (e) attending an Extended Day and/or Saturday Academy program.

We will now include the findings from, **AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS IN OUR SELF ASSESSMENT PROCESS.**

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All IEP students in either mainstream classes or self-contained classrooms will receive additional services (Counseling, OT, PT, SETSS, Monolingual Speech, Bilingual Speech) as specified in their educational plans. The children will be monitored to determine if their specific programs are meeting their needs. The IST, IEP Teacher and the Assistant Principal will be responsible for yearly (or sooner, if necessary) reviews of the children's programs. Parents will be involved in the process.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program. Public School/Middle School 280 conducts an ongoing, yearlong analysis of student achievement and program effectiveness in Reading, Writing, Social Studies Mathematics and Technology. The purpose of this initiative is to effectively support student achievement as it relates to meeting challenging State and City content and performance standards. The findings of the reviews enable the school Executive Team to make “corrections” to the operative CEP to facilitate improvement in the school’s instructional and educational operations. The assessments also fulfill the requirements under the Federal (2001) No Child Left Behind Act.

Numerous measures, including standardized tests (hard data: i.e., McGraw-Hill developed city-wide periodic assessments, NYSESLAT, ELA, E-PAL, Science, NYC/NYS Math and non-standardized assessments (soft data: i.e. Learning Walks, E-CLAS 2, Passport Voyager, Wilson Reading System, teacher-made tests, formal and/or informal teacher observations, conferring notes, analysis of benchmark writing samples, attendance/lateness records, teacher referrals for a child study and/or evaluation) are all employed by classroom teachers, support personnel and the school’s administrators to evaluate programs, students and teachers. “Hard data” is disaggregated by sub groups to indicate progress toward meeting the standards while “soft data” is reviewed to see how/and or in what manner it supports an array of test scores. The Executive Team at specific intervals (Report Card times, mid-year, end-of-year) evaluates all of the existing data in relation to school-wide goals and objectives. Gaps are identified; suggestions and solutions and/or recommendations are sought to close those gaps. This “problem solving” may result in any or all of the following: (a) a change in OTP schedules to place more instructors in classrooms where there are many potential Holdovers to give the children more small group instruction; (b) the ordering of additional supplementary materials; (c) revising scheduled Professional Development workshops to incorporate other research-based “Best Practices” (d) requesting a parent-teacher conference; (e) attending an Extended Day and/or Saturday Academy program.

We will now include the findings from, **AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS IN OUR SELF ASSESSMENT PROCESS.**

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable x Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- 1- Coordinate IEP's and Special Education program with classroom activities to meet Standards
- 2- Use services of Attendance Teacher, Guidance Counselor, SAPIS Counselor, IEP teacher, IST, Monolingual/Bilingual Speech Teachers, SETSS
- 3- Provide parents with feedback
- 4- Meet with Instructional Support Team to address student needs on a regular basis; review cases each month
- 5- Provide a differentiated curriculum to the target population
- 6- Provide resources for the enrichment and development of talented students using their interests/talents as a program framework
- 7- Deploy appropriate staff into classrooms to provide intensive small group instruction (Reading/Math)
- 8- Provide children with an array of Extended Day Programs, contingent upon funding (including Saturday Academy)
- 9- Provide students with appropriate materials
- 10- Emphasize speaking, listening, reading, writing, vocabulary/spelling development, higher order thinking skills
- 11- Employ Wilson System, Passport Voyager to small groups of students
12. Monitor student progress

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-2011

All schools that receive C4E funding in FY'09 must complete this appendix.

Directions: Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2008-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

I. Class Size Reduction

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2008-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY11 funding to reduce class size **via the creation of additional classrooms**?

- Yes
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many new classrooms/class sections will be created for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2008-09

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
 No

Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2007-08	# Classes Targeted	Projected Teacher-Student Ratio 2008-09

II. Time on Task
 Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2010-11, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:

- C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2008-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1st and 2nd years of teacher/principal assignment)

Program Description:

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

C. Instructional coaches for teachers (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description: To improve PS/MS/280's ELA program we will support our ELA teachers more by hiring two experienced full time coaches in Literacy for grades k-4 & 5-8 to work with all staff. The coaches will work with all teachers in Literacy development. The coach will meet with the teachers to plan units of study. The coaches will plan and implement guided reading in grades K-4 and in grades 5-8 Literature circle/book clubs. Both coaches will present demo reading/writing lessons for each grade as well as individual teachers. Some teachers will be selected for more focused instruction over several weeks. In this model the coach will work on a three-week cycle. The coach will execute the lessons for the first week. The teacher will observe and take notes. In the second week coach will co plan the lessons with the teacher but will execute the lesson. In week 3 the teacher will plan the lesson and execute with coach observing. Teachers on each grade will meet a minimum of one period a week to plan and share. Each meeting will also consist of a visit from one of the coaches to provide support as well as professional development.

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

- D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09.

Details of Program Expansion:

IV. Middle and High School Restructuring
A. Implement Instructional Changes
B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
 No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2008-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

V. Full-Day Pre-Kindergarten Programs

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
 No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
 Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

VI. Model Programs for Students with Limited English Proficiency (English Language Learners)

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

Yes

No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2008-09, or whether it is the expansion or modification of a current strategy.

Program Description:

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S./M.S. 280 Mosholu Parkway					
District:	10	DBN:	10X280	School		321000010280

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.6	94.0	93.5
Kindergarten	81	98	110				
Grade 1	71	78	103	Student Stability - % of Enrollment:			
Grade 2	82	82	89	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	90	74	82		95.1	93.5	94.2
Grade 4	101	94	81	Poverty Rate - % of Enrollment:			
Grade 5	94	99	96	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	90	101	101		71.4	89.6	92.4
Grade 7	78	90	104	Students in Temporary Housing - Total Number:			
Grade 8	89	86	95	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		29	45	59
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		9	13	22
Ungraded	0	1	2				
Total	776	803	863				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	21	24	34	Principal Suspensions	31	37	26
# in Collaborative Team Teaching (CTT) Classes	10	12	11	Superintendent Suspensions	14	8	13
Number all others	75	83	92				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	122	125	TBD				
# ELLs with IEPs	2	31	TBD				

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	56	55	54	Number of Teachers	56	55	54
# ELLs with IEPs	11	13	9	Number of Administrators and Other Professionals	11	13	9
These students are included in the General and Special Education enrollment information above.	4	3	7	Number of Educational Paraprofessionals	4	3	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	5	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.4	69.1	87.0
				% more than 5 years teaching anywhere	32.1	36.4	51.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	87.0	92.6
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	95.1	99.1	100.0
Black or African American	16.6	14.6	12.6				
Hispanic or Latino	65.3	66.4	69.1				
Asian or Native Hawaiian/Other Pacific	8.9	10.1	10.2				
White	9.1	7.8	7.8				
Male	49.4	51.6	49.2				
Female	50.6	48.4	50.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial							
Students with Disabilities	vsh	v					
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	60.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

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

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

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

**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 Hot 104	District 10	School Number 280	School Name
Principal James Weeks		Assistant Principal Catherine DiPasquale	
Coach type here		Coach Dahiana Adames	
Teacher/Subject Area type here		Guidance Counselor type here	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other ELL Coord.- Rosalia Medina	
Network Leader JoAnn Benoit		Other Tsng.Coord.-Antoinette Dibiose	

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

C. School Demographics

Total Number of Students in School	809	Total Number of ELLs	154	ELLs as Share of Total Student Population (%)	19.04%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

The School

Public School/Middle School 280 is currently a Kindergarten through eighth grade school. This school is located in the Norwood section of the Northeast Bronx, an area that is characterized by economic deprivation. Our students are multi-ethnic, representing New York's newest immigrants; most of the children who attend our school are minorities, the majority of these being Latinos (69%) of which 20% of these children are ELLs. Our most recent immigrants are predominately from Mexico and the Dominican Republic. Other immigrant groups include Albanian (2%), Bulgarian (2%), Arabic (5%), Urdu (3%), and Bangladesh (8%). The languages spoken by our English Language Learners are Albanian, Arabic, Bengali, Bulgarian, Urdu, and Filipino. Presently we have ELLs in all our Kindergarten through 8th grade classes.

At registration, parents are given a packet which includes a Home Language Survey and a Parental Option Form. Once the forms have been completed, the ELL Coordinator carefully examines the forms and interviews the parents. Both the prospective ELL and their parent are given an informal oral interview in their native language, whenever possible, and in English. Additionally those students who have a dominant language other than English as per the HLIS, are administered the Language Assessment Battery Revised (LAB-R). The pedagogue responsible for conducting the initial screening, and administering the HLIS and LAB-R holds a permanent bilingual extension. The ELL Coordinator determines placement based on the parental option form. Careful consideration is given to the parents' first choice. If the parent requests a program that we do not offer at our school, they are informed as to what school has that program. If parents reject the transfer, the default is the second or third choice. The ELL Coordinator meets with the parents and informs them of their rights as per the Chancellor's Regulations. The programs are explained to the parents at registration as well as during the New Parent Orientation. For the past years, after reviewing the Parent Survey and Program Selection forms, the trend in program choices has been monolingual classes with ESL services. Although parents are informed about the three program models, the majority of our parents request ESL in lieu of Transitional Bilingual and Dual language programs. The school has therefore alligned parent's choice with ESL instruction. Out of one hundred and fifty four ELLs, only three parents have chosen bilingual education.

The school ensures that the Entitlement letters and Parent Survey and Program Selection forms are distributed and returned: parents and staff are informed about the importance of these forms. All avenues of communication are employed, phone calls are placed, meetings are arranged, letters of reminders are sent home and parents are allowed an open door policy that enables them the comfortability of meeting with a staff member that can address their concerns at any time throughout the school day. The letters are then filed according to the year it was filled. The ELL Coordinator keeps these letters in a file.

As per State Law-under CR PART 154, the children are tested within ten days of registration and the LAB-R is hand scored in order for the services to be provided on a timely basis. After scoring the LAB-R, students are grouped by language proficiency levels- Beginner, Intermediate and Advanced. All ELLs are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). This exam is administered during the spring time. The test focuses on the four language modalities of listening, speaking, reading and writing. A different sub-test is administered each day until the child has completed all four exams. This exam is used as an assessment for continued ESL services or for exiting out of ESL. Data collected through the ATS system helps in identifying the children who are eligible for testing.

Program Model Descriptions:

It is our belief that ELLs acquire English language skills by being immersed in the language. The program model currently used at our school is English as a Second Language (pull-out and push-in models). In order for our school to facilitate ELLs meeting the NYC/NYS standards, the children are grouped by language proficiency levels and differentiated instruction is encouraged. Throughout the program, individual student needs are closely monitored. In addition, children are monitored via teacher observation, assessment and Standardized Tests.

English as a Second Language Program

The students are provided with instruction in English using ESL methodologies and strategies. The teachers plan their lessons according to the language proficiency as determined by the LAB-R or the NYSESLAT. Every teacher participates in staff development and is given the opportunity to develop a partnership with experienced teachers. The ESL teachers work closely with the classroom teachers to ensure quality instruction. Additionally, ELLs who have passed the LAB-R or NYSESLAT are considered for an extra two years of ESL support including testing accommodations of up to two years as per the NYSED Board of Regents.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	4	4	3	2	5	3	2	2	1					26
Total	4	4	3	2	5	3	2	2	1	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	154	Newcomers (ELLs receiving service 0-3 years)	125	Special Education	22
SIFE	2	ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	125	0	11	28	2	10	1	0	1	154
Total	125	0	11	28	2	10	1	0	1	154

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

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	23	21	17	8	14	8	8	12	8					119
Chinese														0
Russian														0
Bengali	3	2		2	3	1	1		1					13
Urdu	3		1											4
Arabic	1	1	1	2		2			1					8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1				1		1						3
Other		2	2					3						7
TOTAL	30	27	21	12	17	12	9	16	10	0	0	0	0	154

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.

Paste response to questions 1-4 here

At present the numbers of ELLs being serviced are as follows: K=30, 1st grade=27, 2nd grade=21, 3rd grade=13, 4th grade=17, 5th grade=12, 6th grade=9, 7th grade=16 and 8th grade=10. The number of ELLs being serviced is 154. This number includes both part time and self contained special education students. Nineteen percent of our school population are ELLs. Our ESL

teachers are certified and provide both Pull-Out and Push-In ESL instruction. Beginners and Intermediate ELLs are provided with 360 minutes per week of ESL instruction and Advanced ELLs are provided with 180 minutes of ESL and 180 minutes of ELA instruction. The ESL students are homogenously grouped.

P.S./M.S. 280 has a 5/6 self-contained Special Education class, a 7th grade Integrated Co-Teaching class, a 1st grade bridge 12:1:1 class and a self contained Kindergarten Special Education class 12:1. The school is addressing alternative placement in Special Education by supporting students who are in the mainstream and providing them with all the support services they require or are entitled to. Such services include: an educational assistant to support the child's academic needs, occupational therapy, speech therapy, physical therapy, SETSS(Resource Room), Wilson Reading program, guidance counseling, I.S.T. evaluations/child study, updated IEPs, referrals with follow-up phone calls and feedback, parent meetings to discuss student progress, monolingual placement and bilingual referrals as well as CSE Type III alternative placement.

The plan for newly arrived ELLs includes a parent workshop or individual conference for the selection of a program that best meets the needs of the ELLs and their parents. Once our ELLs are identified and placed in their program selection, they are then provided with the services of English as a Second Language using the push-in and pull-out models. In addition, our ELLs are provided with a class buddy/partner, AIS, differentiated instruction, scaffolding, SIOP model, time for transition and after school programs. In order to address the No Child Left Behind policy, student's progress is tracked and monitored as these children will be required to take the ELA after one year. To ensure students are prepared, the ESL teacher provides these students with two ESL units with intense focus on language acquisition. In addition, these children also receive English Language Arts in their program.

Long term ELLs are provided with all mandated services and safety nets such as AIS support in Literacy and Math, Saturday Academy, individualized or small group instruction and regular meetings with the guidance counselor. The ELL Coordinator monitors their progress and ensures that they receive the necessary services. Teachers provide students with meaningful feedback on their work and allow students the opportunity to self assess and set educational goals for themselves. In addition to the city and state standards, teachers provide exemplars so students can have models. Students are also trained on different rubrics for the various writing genres. They are encouraged to make connections across other disciplines. Accountability also includes monitoring the funding allotted to facilitate second language acquisition and the effective use of classroom materials purchased. The materials purchased vary and are age appropriate. Instructional materials include collections from Hampton Brown-Avenues for grades K-2, Lakeshore manipulatives such as create a Word and flip charts, Into English, English at your Command, Rigby for ELLs, authentic literature from Lectorium, book baggies with tapes, bilingual supplementary libraries and dictionaries, updated software like Leap Frog, Big Books and thematic units. All supplementary materials are used to enhance context and content skills. The following are used as support: hands-on manipulatives, realia, pictures, multimedia, demonstrations, adapted text, graphic organizers, outlining, note taking, leveled texts and study materials, highlighted and taped text, literature circles and cooperative grouping.

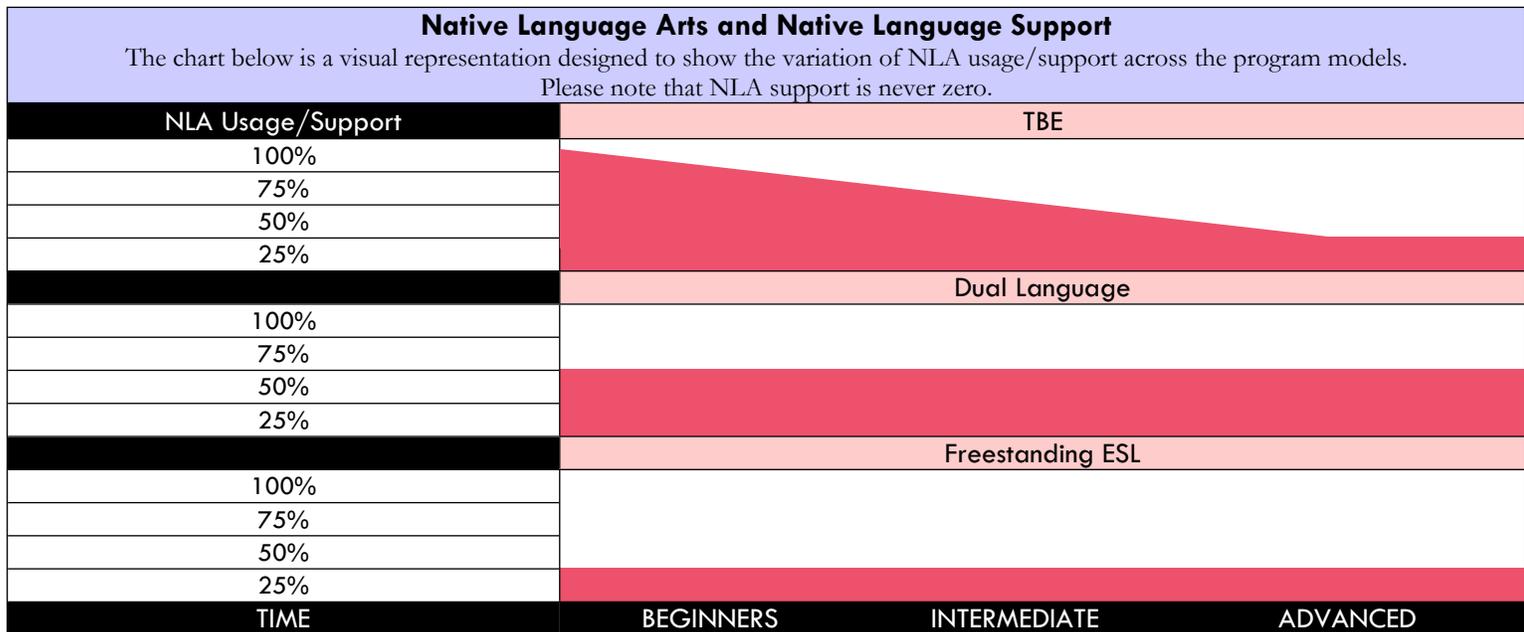
Students receiving 4 to 6 years of English as a Second Language are also monitored in order to provide them with tailored instruction based on the results of the NYSESLAT modalities, ELA, State exams, teacher assessments, class work and homework. Afterwards, the students are provided with services according to their individual needs. These services may include Foundations, Wilson, Guided groups for Reading and Writing, Early Intervention/At risk and Extended Day. Additionally, ELLs who have reached a proficiency level on the NYSESLAT will be provided with two years of transitional support through testing accommodations, peer tutoring, AIS instruction and special programs offered after school.

Students who are SIFE are also provided with additional services. Parents are interviewed at registration to further assist the school with information pertinent to the child's educational background thus ensuring proper class placement. When students arrive at our school, they are given an informal assessment. Students are assessed in their classrooms and are provided with the opportunity to work with small multi-level groups. We do our best to pair the SIFE students with another student of the same country in order to provide them with additional support. The students are reintroduced to a school setting. Students and parents are also given the opportunity to meet with a guidance counselor, the dean and the teacher. Staff members are also made aware of these students and are provided with ideas, activities and training that can further facilitate and support them. These students are also carefully monitored in order to organize a plan that would focus in on the their weaknesses and strengths. In addition, they are provided with the same educational materials as all the other ELLs.

Various after school programs are offered to all our students including ELLs. For example, Boys and Girls soccer, Basketball, Football, Co-Ed Fitness Club, Girl's Volleyball, Instrumental Music Program, Chorus, Dance, American Idol, Saturday Academy, and Title III. For the upcoming school year the school, the Math Inquiry Team will study ELLs in Math and devise strategies to help them improve in areas of great need. The push-in model of English as a Second Language will be encouraged especially in the upper grades. The ESL teachers will also attend more grade meetings.

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

The targeted intervention programs for ELLs in ELA , math and other content areas are: Academic Intervention Services, Guidance Counseling, Small Group Instruction, Wilson, Foundations, Saturday Academy and Title III After school for ELLs.

All ELL subgroups are afforded equal access to all school programs. Because our ELLs are on different language proficiency levels, ELLs are able to take advantage of various programs as long as they met the criterion of the programs. In order to provide ELLs who have passed the NYSESLAT with transitional support, the children will be tracked and minotored. In doing so, support will be provided in the subject areas as needed per individual students. Title III will also be offered to these students as well as testing accomodations. All our 6th grade students, including ELLs, are currently participating in the Computers For Youth (Collaborative Grant). Every six grade student will be provided with a desk top computer for use at home. All our ELLs are exposed to Smart boards, laptops and classroom computers. The programs used vary. As part of the Title III After school program, the children will be using Rosetta Stone and RIGOR from Benchmark.

Some of the assessments tools the school uses to assess the early literacy skills for ELLs are ECLAS-2 (k-3), RIGBY-Running Records and Guided Reading (k-3), DRA (3-8), ACUITY and Fountas and Pinnell for leveling books. In addition, the ESL teachers use Hampton Brown-Avenues and Benchmark-Explorers. In Avenues, the children are assess per unit by language proficiency level. Teacher observation and teacher created differentiated assessment for example, performance sampling based on a spefic task, integrated curriculum projects, multimedia presentation, story reenactment, leveled questions, dioramas, cooperative group presentations, buddy presentations and language experience activities. Although our school does not have a bilingual program, bilingual books, dictionaries,word walls, and labeling is encouraged throughout the school and implemented in the ESL classroom. Academic language and visual scaffolding facilitates ELLs participation throughout the content areas. Cloze activities are helpful for reading comprehension. Various other strategies will be utilized as well.

The literacy School Inquiry Team is presently involved in analyzing the results of the ELA and working with the 6+1 Writing Traits. Th e math School Inquiry Team is presently involved on the devlopement of math voacubulary. Presently they are focusing on the development of math vocabulary for ELLs from grades 6-8. These ELLs will be serviced through small group instruction and various strategies will be used.

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

N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Teachers must meet State certification licensing requirements. The teachers are licensed in the area in which they teach. The staff is provided with many opportunities for professional development on various topics that address the needs of the ELLs both in the mainstream and special education. This year various workshops will be offered during grade meetings, common preps, professional development, volunteer lunch time meetings and afterschool. The topics covered will include the following:

- Who are our ELLs and how are ELLs identified-HLIS/LAB-R?
- Lesson planning and correlation with the standards and performance indicators
- Examining the language proficiency levels and developing sample lessons
- What is the NYSESLAT?
- Tailoring lessons in the content areas to further meet the needs of ELLs
- Reviewing the ELL standards and distributing the standards to all new teachers
- Stages of Language Acquisition
- BICS & CALP
- Examining the four language modalities Listening, Speaking, Reading and Writing and creating activities for each
- Jose P. Training update
- SIOP model & Differentiated Instruction
- Scaffolding Language and Scaffolding Learning By Pauline Gibbons
- Addressing the Learning Styles

In addition, all staff members are encouraged to meet once a week for grade planning. The ESL, special education, and the monolingual staff meet and plan collaboratively. Teachers also meet with the ELL Coordinator to facilitate the implementation of future instruction as well as the use of the ESL toolkit and to address compliance issues. The Testing Coordinator works closely with the ESL staff in ordering grade specific and age appropriate materials, test prep booklets and providing on-going staff development with an emphasis on test taking strategies and thematic units.

Both the Literacy and Math coaches meet and plan with the staff, present and model demonstration lessons and attend grade meetings. In addition, the Inquiry Team meets on a weekly basis to set and meet common goals. A lead or support teacher is chosen from grades 2-8 to represent the various teachers. Every classroom teacher targets specific children for the Inquiry Team to focus on. The purpose of this team is to record student's behavior and performance and plan specific instruction that meets the students' needs. Additionally, the inquiry team also devises lists of strategies and creates lessons that alligns with the performance standards.

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?

Paste response to questions 1-4 here

Parents are welcomed at are our school. Developing a strong bond between the home and school community is essential for academic success. When parents are involved in their child's education, children become more enthusiastic as well. Parents are encouraged to volunteer at our school. Once they have medical clearance and have attended the Learning Leader workshop, they can assist in the lunchroom, classrooms, chaperone trips or help out at school events. At present, there is a Parents Association which meets once a month. Parents elect their own cabinet members: President, Vice-President, Treasurer and Secretary. The Parent's Association collect annual membership dues and promote and execute fund raisers. The P.A. funds various school activities, including but not limited to, kindergarten barbecue, graduations, senior breakfast and teacher appreciation luncheon. ELL parents are welcomed to attend these meetings as well. ELL parents are provided with interpreters which facilitate communication in the parents native language. The PA, Parent Coordinator and the school provide workshops for parents on all subjects. The topics range from "Health Awareness" to "How to help your child study for the ELA/Math exams". The parent coordinator has developed a relationship with organizations such as Metro Plus and Affinity. These health plans also provide our parents with workshops on varied topics. At present our school offers an ESL after school program for parents where childcare is also provided. Since many of our parents are interested in returning for this class, this year the goal is to open another ESL class. One class will service Beginners and a second will service Intermediate and Advanced parents. To further promote parental involvement, it is a school goal to establish a "Grade Parent" for every grade. These parents will work collaboratively with the grade leader of their

grade. These grade parents will disseminate information to other parents regarding their perspective grades thus promoting more parental involvement.

In addition parents are also involved in the School Leadership meetings. During this meeting, the parents association president and elected parents meet with the Principal, elected teachers and the UFT representative as per Chancellor's Regulation A-655.

Parents needs are evaluated through parent surveys, parent-teacher conferences and individual meetings. Parental involvement is also encouraged through author and writing celebrations, awards assemblies, curriculum night, parent-teacher conferences and school events. A parent bulletin board has been set up to display the upcoming school events, news, reminders, lunch menus, workshops and monthly calendars. In addition, parents will be offered special training on ARIS and how to help their child at home. In order to further foster communication, parents will also be provided with their child's teacher's DOE email address. Furthermore, the P.S./M.S. 280 website will also provide parents with a variety of schoolwide information. The Parent Coordinator also sends out e-mails to parents informing them about upcoming events and workshops. The Coordinator also addresses personal parent issues and questions. Once a year the parents are encouraged to fill out The Learning Environmental Survey. The results of this survey as well as input at the P.A. meetings are considered when evaluating parents' needs.

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)	6	17	8	3	3	2	3	5	7					54
Intermediate(I)	10	4	2	3	3	4	2	1	1					30
Advanced (A)	14	6	11	7	11	6	4	10	2					71
Total	30	27	21	13	17	12	9	16	10	0	0	0	0	155

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		2	1	0	0	0	0	1	1				
	I		14	3	2	1	1	0	2	2				
	A		8	12	1	3	3	5	6	2				
	P		4	13	11	14	12	4	6	2				
READING/ WRITING	B		16	5	1	2	0	1	1	4				
	I		3	2	4	3	4	3	2	1				
	A		2	4	5	11	4	4	8	2				
	P		7	18	4	2	8	3	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	3	6	0	11
4	4	9	2	0	15
5	4	2	0	0	6

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6	3	4	0	0	7
7	1	2	0	0	3
8	3	1	0	0	4
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	4		2		6		2		14
4	1		9		5		1		16
5	2		4		2		0		8
6	2		7		1		2		12
7	2		4		0		0		6
8	3		3		2		0		8
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		4		10		0		16
8	2		3		2		0		7
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	5		2		2		0		9
8	5		1		1		0		7
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				

New York State Regents Exam

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

Native Language Tests

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

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

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

language experience activities. Although our school does not have a bilingual program, bilingual books, dictionaries, word walls, and labeling is encouraged throughout the school and implemented in the ESL classroom. Academic language and visual scaffolding facilitates ELLs participation throughout the content areas. Cloze activities are helpful for reading comprehension. Various other strategies will be utilized as well.

The literacy School Inquiry Team is presently involved in analyzing the results of the ELA and working with the 6+1 Writing Traits. The math School Inquiry Team is presently involved in the development of math vocabulary. Presently they are focusing on the development of math vocabulary for ELLs from grades 6-8. These ELLs will be serviced through small group instruction and various strategies will be used.

Assessment Analysis of the LAB-R/NYSESLAT 2009-2010

The data reveals that 34% of our ELLs are Beginners, 19% are Intermediate and 46% are at the Advanced level. The data further reveals that as children transition from one grade to the next, they generally move up a proficiency level or remain on the same level. In addition, the pattern across the four modalities, listening, speaking, reading and writing indicates that children who scored advanced were not able to meet proficiency levels due to low combined scores in reading and writing. The modality analysis indicates that more students in grades 1-8 scored at a higher proficiency rate in Listening/Speaking in comparison to Reading/Writing. Sixty six students scored proficient in L/S as opposed to 44 children who scored proficient in R/W.

According to the most recent English Language Arts exam, 18% of our 3rd grade ELLs scored at Level I, 27% scored at level II and 55% scored at level III. In the 4th, 27% of our ELLs scored at Level I, 60% scored at Level II, and 13% at Level III. In the 5th grade, 67% of our ELLs scored at Level I, 33% scored at Level II and 0% scored at Level III. In the 6th grade, 43% of our ELLs scored at Level I, 57% scored at Level II and 0 scored at Level III. In the 7th grade, 33% of the ELLs scored at Level I and 67% scored at level II. In the 8th grade, 75% scored at level I and 25% scored at level II.

According to the most recent New York State Math exam, 29% of our 3rd grade ELLs scored at Level I, 14% scored at Level II, 42% scored at Level III and 14% scored at Level IV. In the 4th grade, 6% of our ELLs scored at Level II and 56% scored at Level II, 31% scored at Level III and 6% scored at Level IV. In the 5th grade, 25% of our ELLs scored at Level I and 50% scored at Level II, and 25% scored at Level III. In the 6th grade, 17% of the ELLs scored at Level I, 58% scored at Level II, 8% scored at Level III and 16% scored at Level IV. In the 7th grade, 33% of the ELLs scored at Level I and 67% scored at Level II. In the 8th grade, 37% scored at level I, 37% scored at Level II and 25% scored at Level III.

One thing is evidently clear: our ELLs performed better in the NY State Math exam than on the ELA: more ELLs scored at level III in math as opposed to the ELA where more of our ELLs scored on Level II.

According to the New York State Science exam, the 4th grade results were as follows: 13% of the ELLs scored at Level I, 25% scored at Level II and 62% scored at Level III. In the 8th grade, 29% scored at Level I, 42% scored at Level II and 28% scored at Level III. The results of the NYS Social Studies exam reveals in the 5th grade, 55% of our ELLs scored at Level I, 22% scored at Level II and 22% scored at Level III. In the 8th grade, 71% scored at Level I, 14% scored at Level II and 14% scored at Level III. Our ELLs performed at a higher percentage at Level III in Science than in Social Studies.

Implications

Our ELLs are closely monitored and are provided with ESL services as per New York State CR Part 154 mandates. English Language Learners who are Beginners and Intermediates are provided with 360 minutes per week and Advanced are provided with 180 minutes of ESL and 180 minutes of ELA. The ESL teachers as well as the classroom teachers who have ELL students, group them according to their language proficiency levels. The ESL teachers create rigorous and challenging lessons that promote the four language modalities of Listening, Speaking, Reading and Writing. In addition, an array of teaching materials, tools, manipulatives and literature pieces are used to compliment the different learning styles. Since the data reveals that our ELLs are not performing as well on the Reading and Writing combined modalities subtest of the NYSESLAT and ELA, there will be a greater focus in these areas. Children will be given additional scaffolds that will target literacy and writing instruction as well as reading and writing strategies. The ELLs will also have the opportunity to participate in all programs available to non-ELLs. The Writing Wednesday Initiative will provide ELLs with the feedback they need to improve in writing. The children will internalize various writing rubrics as well as being exposed to exemplars and analyzing their own exam data. Our ELLs will also have the choice of participating in afterschool programs like AIS, Saturday Academy, and Title III-Extended Day. The ELLs will also be assessed through the following programs: Foundations and Wilson, Rigby-Benchmark for Guided Reading and Pearson-ESL. They will receive instruction in strategies and skills for ELA and NYSESLAT exams using Hampton Brown-Avenues, English at Your Command, Continental Press and thematic units of study. Teachers will monitor ELLs progress using data, formal and informal assessments such as ELL interim assessment, Rigby-running records, ECLAS II, DRA, Periodic & Standardized assessments and writing and math benchmarks. ELLs will be provided with extensive and diverse vocabulary instruction, strategies and skills for reading and writing and small group reading interventions.

In conclusion, since one of our school goals is to use data to drive instruction, more teachers will be trained to utilize ARIS to track their students. Students will also be held accountable for their learning as well. Students and teachers will also keep work portfolios to further

track their work. The success of the ESL program and the services provided to our ELLs will be measured by how well the children perform on the NYSESLAT as well as other assessment tools. The growth can also be measured by the transition of one proficiency level to the next.

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		11/1/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		11/1/10

	Coach		
	Guidance Counselor		
	Network Leader		
	Other <u>ELL Coordinator</u>		11/1/10
	Other <u>Testing Coordinator</u>		11/1/10
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 10X280

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:	681,327	375,829	1,057,156
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,813	3,758	10,571
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	34,066	*	
4. Enter the anticipated 10% set-aside for Professional Development:	68,132	*	

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

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

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

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

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

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

2009-20010 Title I Parent Involvement Guidelines

This memorandum serves to inform you of the parent involvement provisions of Title I Part A, under the No Child Left Behind (NCLB) Act of 2001. This information must be shared with parents in Title I schools. For the purpose of this document, all references to "parent" refer to any and all primary caregivers, and is

intended to have the broadest possible meaning, including biological parents, step-parents, legal guardians, foster parents, and persons in parental relation to a child or children currently attending a public school (see Chancellor's Regulation A-660 issued April 6, 2005 for the definition of a "person in parental relation").

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I. OVERVIEW

In 1965, the U.S. Congress passed the Elementary and Secondary Education Act (ESEA), the most sweeping federal measure in history to improve education for disadvantaged children. Congress has reauthorized this legislation approximately every five years. The most recent reauthorization occurred in December 2001. President George W. Bush signed the legislation in January 2002 and renamed the law the “No Child Left Behind Act (NCLB)”. NCLB is divided into numbered parts called “titles.” Each title has a different educational focus. The focus of Title I is on improving the academic achievement of children who attend schools with high numbers of low-income families and who need extra help to meet challenging academic performance standards.

A list of 2007-2008 Title I eligible schools and their allocations are incorporated within the Division of Budget Operations and Review’s (BOR) School Allocation Memorandum No. 4, FY 08, dated May 8,

2007. A list of 2008-2009 Title I eligible schools and their allocations will be available later this year. The memorandum is accessible on the New York City Department of Education's website at http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy07_08/fy08_pdf/sam04.pdf.

NCLB makes provision for two types of Title I schools:

□ In a "**Targeted Assistance School (TAS)**" funds must be used only to benefit specific children identified as being most at risk of failing to achieve state standards. Within these schools, specific at-risk students are identified for supplementary Title I services (e.g., after school programs, supplemental staff support, supplemental educational materials) and specific staff are funded by Title I to provide instructional support to these children.

In a Targeted Assistance School "Title I Parent" means a parent whose child is **participating** in the Title I program.

□ In a "**Schoolwide Program School (SWP)**" the school's Title I funds are coordinated with other funds to implement reforms to upgrade the entire educational program of the school in order to improve the overall academic performance of all children in the school. In these Schoolwide Program schools, all students are Title I participants and therefore in essence all parents are considered Title I Parents. Schoolwide programs must make provisions to meet the needs of students who are at-risk of failing to achieve state standards.

A Title I school is Targeted Assistance unless the administration, parents (Title I and Non-Title I parents),

and teachers agree to develop a Schoolwide Program and this plan is approved by the New York City Department of Education (NYCDOE). The memorandum titled “Invitation to Participate in the Schoolwide Programs Planning Initiative” details the planning process as well as those members of the school community that should participate. This memorandum can be obtained by contacting the Office for Family Engagement and Advocacy at (212) 374-2323.

As a best practice, schools shall ensure that parents are informed of the following:

- the school is designated as a Title I school
- type of Title I program the school is designated as (Targeted Assistance or Schoolwide Program)
- the total Title I allocation including the mandatory set-aside for parent involvement (no less than 1%).

This information must be posted in a public area of the school for all parents to read other than the principal’s office (i.e., near the school entrance, in the Parent Coordinator’s office).

II. TITLE I PARENT INVOLVEMENT REQUIREMENTS

This memorandum specifically addresses the parent involvement requirements of Title I. For additional information about Title I and other reimbursable programs, please see the Reimbursable Handbook, which can be accessed at <http://schools.nyc.gov/Administration/Organization+of+the+DOE/ROC/Budget/>.

Title I requires “substantive parental involvement” at every level of the program including the participation in related program decisions, related to consultation in program budget, rights to specific information (i.e., teacher qualifications, school budget), and availability of parent involvement activities.

NCLB requires schools and districts to engage parents and parent organizations in timely and meaningful

consultation throughout the design and development of educational programs, including consultation on the use of funds to support these programs. Additionally in NYC, all schools and districts are required to develop Comprehensive Educational Plans (CEPs), which engage staff and parents in the continuous planning of educational programs to meet the needs of the students within the school and district communities. School Leadership Teams (SLTs) and District Leadership Teams (DLTs) serve as the vehicle for meaningful consultation to occur with parent representatives regarding the planning, review, and improvement of educational programs outlined in school and district Comprehensive Educational Plans. School and District Leadership Teams are strongly encouraged to maintain documentation on file to verify that this required consultation has taken place. Note: School and district comprehensive educational planning will be enhanced this year to include a web-based planning interface that will facilitate the availability and use of data in planning and the communication of planning efforts with school and district communities.

A. NCLB Requirements: In NCLB, there is a significant focus on accountability, communication, and measurements of success. The following provisions have been included in the most recent Title I legislation.

1. Adequate Yearly Progress: Adequate Yearly Progress (AYP) is a system to measure whether a district and/or school is making satisfactory progress toward meeting the NCLB goal of all students in New York State achieving proficiency in English language arts, mathematics, and science by the 2013-2014 school year. Under NCLB, AYP is determined based on each school's progress toward meeting

the State proficiency level for all students in English language arts, mathematics, and science or improvements in the high school graduation rate. Schools and districts are held accountable for the achievement of students of different races and ethnic groups, students with disabilities, students with limited English proficiency and low-income students. Schools must also have an average over two years of 95% of their students participating in State tests.

2. Districts in Need of Improvement (DINI): NCLB requires the New York State Education Department (NYSED) to identify for improvement any school district that has failed to make Adequate Yearly Progress (AYP) for at least two consecutive years.

Districts receiving Title I funds that are identified as DINI must take actions specified in the NCLB legislation, such as: consulting with parents and school staff in developing the District Comprehensive Educational Plan (DCEP), which serves as the plan for improving student academic achievement in schools served by the district; reserving at least ten percent of the district's annual Title I allocation to provide professional development for teachers and administrators; and continuing to provide technical assistance to schools identified as Title I Schools in Need of Improvement, Title I Corrective Action, and/or Title I Restructured Schools.

In addition, NYSED is required to impose corrective actions on Districts in Need of Improvement (DINI) that are in year three of improvement status. These actions may

include: deferring programmatic funds, reducing administrative funds, or requiring the district to conduct an audit of the “written, tested, and taught” curriculum.

To be removed from DINI status, a district must make AYP for two consecutive years in the subject area(s) for which it was identified.

3. Schools in Need of Improvement (SINI): Under NCLB, a school that has not made AYP for two or more consecutive years, while receiving Title I funds, is designated as a Title I School in Need of Improvement – Year 1. If the school continues to fail to make AYP in subsequent years, it progresses along the NCLB School Improvement continuum, and can be identified as a Title I School in Need of Improvement – Year Two, a Title I Corrective Action School –Year 1, a Title I Corrective Action School – Year Two/Planning for Restructuring, or a Title I Restructured School Year One, Year Two or Year Three. Under State rules, non-Title I schools that have not made AYP for two or more consecutive years are designated as Schools Requiring Academic Progress (SRAP) and progress along a similar accountability continuum.

When a Title I school is designated as a SINI, every parent in the school must be promptly notified by the NYCDOE of the school’s designation. Parents are to be informed of the reasons why the school was identified, the meaning of the designation, the school plan for improvement, and how parents can become involved in the school improvement process.

Title I SINI schools must incorporate strategies to improve student achievement in identified subject areas in their Comprehensive Educational Plans,.

Districts/Boroughs (for high schools) that have schools designated as Title I SINI must then develop and incorporate in the District Comprehensive Educational Plan (DCEP) improvement strategies to help these schools meet State performance targets. If a school's performance does not improve in the area(s) of SINI identification, the superintendent may be required to implement specific corrective actions or to restructure the school. Title I parents must be consulted in the preparation of school and district improvement plans, as well as be consulted prior to the implementation of NCLB-mandated corrective actions or school restructuring options.

To be removed from SINI status, a school must make AYP for two consecutive years on all criteria for which it was identified.

Additional information on NCLB School Improvement identification and requirements, and the list of NYC SINI schools, can be found on the NYCDOE website at:

<http://www.nycenet.edu/Administration/NCLB/Overview/default.htm>.

4. Public School Choice: A child that currently attends and is scheduled to continue to attend a school identified as a Title I School In Need of Improvement (SINI) or a School Under Registration Review (SURR) is eligible to participate in the NCLB Public School Choice program. Every parent of an eligible child must be

informed of their option to request a transfer to a school that has not been identified as SINI or SURR.

The New York City Department of Education (NYCDOE) Public School Choice program provides parents of eligible children the opportunity to request a transfer to schools that have not been identified as SINI or SURR. In making transfer offers, federal law requires that the NYCDOE give first priority to the lowest achieving lowincome students. Parents of eligible children will be notified of the option to request a transfer to a school that has not been identified as SINI or SURR.

Students who transfer to a different school under the NCLB Public School Choice program will receive transportation through the final grade of that school and in accordance with current NYCDOE transportation guidelines and NCLB requirements. This provision of transportation may be by yellow school bus or a by public transportation using a MetroCard. Eligibility for yellow school bus is contingent on a child's grade level and distance from their transfer school. Special education students who receive transportation pursuant to an Individualized Education Program (IEP) will continue to receive mandated transportation if they transfer to a different school through the NCLB Public School Choice program.

Questions regarding this application process should be directed to the New York City Department of Education, Office of Student Enrollment Planning and Operations at 212-374-5431.

5. Supplemental Educational Services: Supplemental Educational Services

(SES) are services that provide extra academic help that a child can receive from a provider approved by the State Education Department, (e.g., tutoring or remedial classes in English Language Arts, Reading and/or Mathematics). Students must attend an eligible Title I school designated as Title I School in Need of Improvement – Year 2, Title I Corrective Action – Year 1, Title I Corrective Action – Year 2/Planning for Restructuring, or Title I Restructured, AND must be eligible for free lunch.

Parents of eligible children must be informed each year at the start of the school year of the availability of SES. Parents select a provider from a list of providers found in the SES Parent Guide that is distributed to parents of eligible children. SES providers, in consultation with parents, will develop individual plans for each participating child, outlining goals and a timetable for improving the child's academic achievement.

The New York City Department of Education does NOT provide transportation to students eligible for SES. Additional information and resources regarding SES is available on the Department of Education's website at

<http://schools.nyc.gov/Administration/NCLB/SES/default.htm>.

6. Services for Limited English Proficient (LEP) Students: Under NCLB, schools using Title I funds to provide services for English Language Learners (ELLs) must notify parents if their child has been identified for participation in

such a program (within 30 days of the program start date if the program starts at the beginning of the year and within two weeks if the program starts after the beginning of the school year). When notifying parents of their child's eligibility for a Title I LEP program, schools must also inform parents, to the extent practicable, in a language they can understand

- their child's level of English proficiency
- how proficiency was determined
- the child's performance in school
- how the Title I program will help the child develop English language proficiency and achieve success in the core academic subjects.

Title I provides funding for supplemental services that meet the educational needs of lowachieving students in high poverty schools. Title I requires that schools first serve those students furthest from meeting state standards, including Limited English Proficient (LEP)/English Language Learner (ELL) students who meet this criterion. For example, schools may use Title I funds for before or after-school services that provide additional language development support or native language instruction for the most at-risk ELLs. For instance, some schools use Title I monies to fund Native Language Arts/bilingual “resource rooms.” Except for Title I schools implementing schoolwide programs, funds must be used for services in addition to the basic tax-levy program. Title I funds cannot be used for any mandated services such as state mandated bilingual or ESL services.

In addition, **Title III** provides funds for supplemental services for ELLs. These funds cannot be used to provide mandated bilingual/ESL services, but instead are for supplemental instructional services--complementing the basic ELL program as well as the titled program--to support language development in the academic core subjects. Title III requirements allow funds to be used in three areas: direct supplemental instructional services, professional development, and parent engagement activities. Instructional services must be grounded in scientifically-based research. For example, a school can use these monies to fund a model after-school or Saturday mathematics program for ELLs grounded in scientifically-based research. Similarly, Title-III-funded professional development must be research-based. Lastly, Title III funds can be used to support ELL parent engagement activities, e.g., translations, welcome centers and family literacy programs, including adult ESL classes. Title III funds cannot be used for Title-I-funded activities for ELLs, but instead must be used for activities supplemental to the Title I program for ELLs as well as the core/mandated ELL program. An additional Title I allocation may be made to support translation/interpretation services. Decisions about the use of these parent-involvement funds must be made with input from the parents of Title I students (a portion of which are parents of ELLs). These funds can also support professional development.

7. Teacher and Title I Paraprofessional Qualifications: At the beginning of each school year, the New York City Department of Education must notify parents of

each student attending a Title I school that they have the right to request information about the qualifications of their child's teacher. Parents may request that schools confirm the subjects their child's teacher is certified to teach. In response to a parent's request, the school will state whether the teacher is teaching in or out of their certification area. A teacher that is New York State certified will have passed a series of examinations and have obtained a bachelors degree, in addition to having completed a concentration of college credits in the certification subject area of their assignment. Parents must also receive timely notice, if a non-certified teacher (not highly qualified) instructs a class for four or more consecutive weeks.

In addition, if a child or his/her class is assigned a paraprofessional that has instructional support duties and works in a program supported with Title I, the parent is entitled to know the paraprofessional's qualifications.

Request forms to obtain this information are available at:

<https://schools.nyc.gov/Administration/NCLB/ParentsTitle1.htm>

NOTE: NCLB mandates that parent notifications, reports, and explanations must be "in an understandable and uniform format and, to the extent practicable, in a language that parents can understand."

8. Translation and Interpretation Services Allocation: The Department of Education is allocating Title I or Title III funds to eligible schools for supplemental

translation and interpretation services for Limited English Speaking parents. These funds help support the No Child Left Behind (NCLB) requirement that schools communicate with parents to the extent practicable in the home language. The Title I and Title III funds, by federal law, may only be used for translation and interpretation services that are not mandated by state or local laws/regulations or provided by the Translation and Interpretation Unit. Translation and Interpretation Unit services include translation of critical communications in the form of a letter, notice, flyer, consent form or parent handbook, and over-the-phone interpretation services in more than 150 languages. More information about the Translation and Interpretation Unit may be found at: <http://www.nycenet.edu/Offices/Translation>.

Please note that the translation and interpretation services supported by these allocations target *all parents in the school who have limited English proficiency*.

Services are not limited to parents of students who have been identified as English language learners. The federal No Child Left Behind (NCLB) Act requires schools to reach out to and involve families of students whose home language is not English in order to meet the following goals:

- share parent-school accountability
- provide parents with access to information about their child's educational options
- increase parents' capacity to improve their child's achievement

Funds may only be used to provide in-person interpretation services, written

translation services, or to cover the cost of translation or interpretation resources or tools (e.g., dictionaries, interpretation equipment) or printing costs of foreign-language materials to be disseminated to LEP parents.

The following may not be supported with the Title I or Title III allocations:

- The translation of information not related to achieving high academic standards,
- The retranslation of materials already available through the central Translation and Interpretation Unit,
- The partial or full funding of an annual position,
- The purchase of supplies not directly related to the provision of translation or interpretation services,
- The purchase of services for training programs,
- The purchase of services from unapproved or non-contracted DOE entities (e.g., parent, community member) for the provision of language services

In addition Title I or Title III resources may not be used in these additional circumstances:

- The provision of translation or interpretation services for mandated services (e.g., at Special Education Educational Planning Conferences),

Title I and Title III require schools to maintain the following documentation, which is subject to both review and audit:

- Comprehensive Education Plan, including Appendix 3: Language Translation

and Interpretation

- Evidence of required consultation
- Log of Language Services Provided described above
- Documentation of OTPS translation and interpretation purchases and expenditures

You may find more information about this allocation at:

<http://schools.nyc.gov/NR/rdonlyres/40FB90C0-A485-4442-B42F-5FBDA704E3A6/13523/SAM53.pdf>.

□ 9. Set-aside of Title I Parent Involvement Funds: The Title I parent involvement allocation designated to fund activities and events for Title I parents must comprise no less than onepercent (1%) of the school's total Title I allocation. Title I parent population in the school must be identified and organized to ensure that the required consultation process regarding how these funds must be utilized can be facilitated. Title I parents may choose between organizing themselves into a Title I Parent Advisory Council (PAC) or utilize the school's existing Parent Association (PA) for this purpose. In general, Title I parent leaders have expressed a preference for a separate structure known as a PAC, however, the decision regarding the structure for Title I parent organization is solely determined by the Title I parent population. Once they are organized, one of the tasks the Title I parent organization must undertake is the creation of a budget and spending plan for use of the Title I funds (no less than 1%). This proposed budget and spending plan must be reviewed by the School Leadership Team. SLTs may request copies

of meeting minutes, agendas/notices and attendance sheets to verify consultation with the general Title I parent population regarding the discussion, development and approval of the proposed spending plan and budget by the Title I parent organization. The approved budget and spending plan must then be integrated into and supportive of the school's CEP as the official parent recommendation for the expenditure of the parent involvement funds.

Please note that Attachment C of this document contains a list of allowable expenditures for these funds.

The proposed budget must also link expenditures with the enhancement of parent involvement in the school and the goal of increasing student achievement. Please be advised that if no determination has been made at the school regarding the structure of the Title I parent organization (formation of the PAC or consultation through the PA), **decisions regarding the use of these parent involvement funds must be deferred** until the organization has been established. Districts that fail to comply with these consultation requirements subject their Title I funded schools and programs to audit and other sanctions which could also result in the loss of these reimbursable funds.

For more information and further guidance regarding the parent involvement provisions of Title I or the Department's Title I Parent Involvement Guidelines, please contact your Borough Director, District Family Advocate or Office for Family Engagement and Advocacy.

Ninety-five percent (95%) of the one percent of Title I, Part A allocation the LEA reserves for parental involvement under section 1118 must be distributed among the district's schools, and the parents in those schools must be involved both in deciding how those funds will be allotted and, once allotted, how they will be spent. In line with the goals of

the Department's Children First reforms, 100% of these funds are allotted to schools.

Parents of children receiving Title I, Part A services and school officials may decide at the school level to pool their individual resources to pay for district-level parental involvement activities, such as a parent resource center.

The amount of each school's Title I allocation can be found in BOR Allocation Memorandum #4, which is accessible on the NYC Department of Education's website at

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy07_08/fy08_pdf/sam04.pdf

B. Continuing Requirements: The following provisions existed in prior Title I legislation and continue to be in effect. Please note that a Parent Involvement Policy template and School-Parent Compact template are attached as resources for the development of those documents.

1. District Parent Involvement Policy (DPIP)—a written document developed jointly with and agreed upon by the parents of children participating in the Title I Program and the Community District Superintendent or his/her designee. The policy must be distributed to parents of all children participating in the Title I Program. In addition, the Community District Superintendent or his/her designee shall be required to maintain documentation on file to indicate that Title I parents were actively involved in the development of the policy and/or the review/revision of an existing policy.

The policy must specify:

⌚ how the district will involve parents in the planning, implementation, evaluation, and continuous improvement of programs funded through Title I;

⌚ how the district will help build the capacity of schools to operate and parents to participate in strong parent involvement programs;

⌚ how concerns raised by parents about Title I funded programs described in the DCEP will be addressed;

⌚ how the district will coordinate Title I funded parent involvement activities with parent activities funded through other sources;

⌚ how the content and effectiveness of the District Parent Involvement Policy will be evaluated annually to determine whether there has been increased parent participation and how these evaluation results will be used to improve parent involvement and school improvement; and

⌚ the process for responding to written parent concerns regarding schools receiving Title I funds, forwarded by schools to a designated district contact person.

⌚ A copy of the District Parent Involvement Policy must be filed with the Office for Family Engagement and Advocacy by September 30th of each year

2. School Parent Involvement Policy (SPIP) - a written document developed jointly with and agreed upon by the parents of children participating in the Title I Program and the Principal or his/her designee. The policy must be included as an appendix to

each school's Comprehensive Educational Plan and distributed to parents of all children participating in the Title I Program. The principal or his/her designee shall be required to maintain documentation on file to indicate that Title I parents were actively involved in the development of the policy and/or the review/revision of an existing policy. The policy should be updated periodically, outlining:

- ⌚ how parents will be included in the development of school-level parent involvement activities funded through Title I in both Targeted Assistance and Schoolwide Program Schools;
- ⌚ how parents will be involved in a timely and ongoing manner in the planning, implementation, evaluation, and continuous improvement of school-level programs funded through Title I;
- ⌚ how parents and schools will share responsibility for high student performance;
- ⌚ capacity-building activities for parents and school staff that support strong parental involvement;
- ⌚ when an annual meeting will be convened for parents of participating children in Targeted Assistance Schools to (a) provide information about the school's Title I Program and the types of services provided; (b) inform parents of their right to be involved in the program; and (c) offer suggestions for specific school-level opportunities for parent involvement;
- ⌚ a flexible schedule of regular meetings with parents—before, during, and after

the school day—so that parents may network with other parents, make suggestions, and provide input into decisions relating to the education of their children;

⌚ a process for responding to written parent concerns regarding Title I funds, including the identification of a designated school contact person;

⌚ how parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments as well as their children's individual student assessment results and proficiency levels and an explanation of these results and levels, promotion policy, after school and summer programs and SES;

⌚ how the school will increase the accessibility for participation of parents with disabilities, and how communication with non-English speaking/limited English proficient parents will be provided in parents' native language to the extent practicable, e.g., notifications, translations during meetings, etc.; and

⌚ how the school will involve parents in an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school, including identifying barriers to greater participation by parents with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any

racial or ethnic minority background.

3. School-Parent Compact - a written agreement developed jointly by schools and parents defining the roles and responsibilities of parents, teachers, and students in each school with regard to supporting high student performance, with an emphasis on the importance of having open lines of communication between parents and teachers. The School-Parent Compact must be included as an appendix to each school's Comprehensive Educational Plan and:

- ⌚ describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State and City performance standards;
- ⌚ describe the ways in which parents will be responsible for supporting their children's learning; and
- ⌚ address the importance of establishing ongoing communication between teachers and parents through at least one annual parent teacher conference, as well as student progress reports, reasonable access to staff, and opportunities to volunteer, observe, and participate in classroom activities.

Finally, within NCLB, there has been a shift from measuring the success of parent involvement activities by the number of parents involved in school-level activities to measuring how an activity is correlated with improving student achievement. When evaluating parent involvement activities it is important to ascertain the outcome of

these activities and how they helped or will help to improve student performance, not merely the number of parents who attended.

C. Title I Parent Leadership: NCLB requires meaningful consultation with parents of Title I participating children in the planning, development, implementation and evaluation of Title I programs. This requires that the Title I parent population be engaged and “involved in an organized, ongoing and timely way.” Once the Title I parent population has been identified a local decision must be made by these parents regarding their structure. **The Department of Education strongly recommends that a Parent Advisory Council (PAC) be formed to carry out these important responsibilities which are outlined in these guidelines and in Section 1118 of Title I, Part A.**

For those schools receiving Title I funding with a Parent-Teacher Association (PTA), the Department of Education strongly encourages that a PAC be formed as the Title I parent consultation structure in order to ensure that only Title I parents are involved in the discussion and decision-making process regarding the use of Title I funds and program implementation and evaluation.

D. In the event that the Title I parent population determines that consultation regarding Title I will occur through the school’s Parent Association please note that the following specifications will apply:

The PA will assume responsibility and accountability for all of the requirements as outlined in

these guidelines and Section 1118 of the law in addition to their responsibilities as described in the PA's bylaws and the current Chancellor's Regulation A-660, "Parent Associations and the Schools," and will revise its current bylaws to reflect this additional responsibility during a regularly scheduled meeting of the PA and in accordance with its current bylaws.

The PA will co-host the required annual meeting (*please refer to page 15 of these guidelines*) for the purposes of sharing information with parents of students participating in Title I funded programs and ensure that Title I issues are included on each PA/PTA meeting agenda and documented in the PA meeting minutes. Note that these records are subject to audit by the representatives of state and/or federal government and the Office for Family Engagement and Advocacy to ensure full compliance.

When the Title I parents select the PA option for consultation the decision must be reviewed each year. The meeting will be facilitated by the OFEA Borough Director or his/her designee. The appropriate documentation reflecting this decision as indicated above must be filed in the principal's office and maintained by the Office for Family Engagement and Advocacy.

The principal or his/her designee shall be responsible for forwarding this documentation to the District Family Advocate and/or Borough Director for Family Engagement and Advocacy by November 1st each year.

Please be advised that the option selected by the parents of children participating in Title I programs is a local decision and should reflect the needs as determined by this Title I parent population. Whether represented by a PAC or

PA Title I parents should regularly receive information on issues that are of importance to the education of their children, and it is the role of the leadership of these organizations to ensure that this information is made available and disseminated.

Establishing the School-Based Structure for Title I Parent Representation and Consultation:

1. As the first step in the process where no documented Title I parent involvement structure has been established, Title I parents shall be given the opportunity to decide whether they want to be represented by a Title I Parent Advisory Council (PAC) or through the PA. This discussion and decision shall be addressed at a public meeting convened by the Principal for all Title I parents. The Borough Director for Family Engagement and Advocacy or his/her designee will facilitate the discussion during this initial meeting. In Districts where the District Title I consultative structure exists, a member of the District Title I consultative structure may facilitate with the support of the District Family Advocate of the Office for Family Engagement and Advocacy. **Title I parents may also reach out to certified Title I parent leaders who have completed training provided by OFEA to help facilitate this initial meeting. OFEA will continue to support these meetings as needed in order to ensure full compliance with these guidelines and will provide resources to those certified Title I parent**

leaders to support their efforts. Parent leaders interested in serving as certified facilitators should contact the Central Office for Family Engagement and Advocacy at (212) 374-2323 for more information. In 12 schools where these structures have been established and documentation which reflects the decision is on file in the principal's office, this step is not necessary. Copies of these records which should include meeting notices(s), agenda(s), minutes, attendance sheets, ballots and Attachment A, "Option For Title I School Parent Consultation" of these guidelines shall be forwarded by the principal or his/her designee to the District Family Advocate. District Family Advocates are required to submit these forms to the Borough Director for Family Engagement and Advocacy. Once the school-based Title I consultative parent structure (PAC or PA) is determined, it serves as the means for Title I parents to be consulted about and engage in meaningful discussion of issues related to the school's Title I programs. School Leadership Team representatives must regularly consult with the Title I consultative body on such issues related to Title I, especially on issues regarding the use of Title I parent involvement funds. The school based Title I consultative structure will be responsible for establishing a guidance document that outlines the structure and responsibilities of the organization including the election of a Representative and Alternate to the District Title I consultative structure. Parents of children participating in Title I Programs must be involved in the

consultation and decision making process regarding Title I. If the option to form a PAC is determined by Title I parents at the initial meeting, a subsequent meeting will require the PAC members to elect a Representative and Alternate to serve on the Title I District consultative body. The PAC may then choose to adopt by-laws (and may do so through forming a committee that will be responsible for developing this process). If the PAC chooses not to adopt bylaws, it must include language outlining the PAC's structure in the Parent Involvement Policy. This language should clearly include: membership requirements, meeting schedule, parliamentary authority, voting rights, the regular election of a representative and an alternate, term limits, if any, removal of officers, creation of committees, regular review of bylaws or policies, and amendment of bylaws or policies. Furthermore, PACs should conduct at least three (3) public meetings per year and maintain records of meetings including agendas, minutes, and attendance sheets and submit copies of the records to OFEA monthly. Technical assistance to PACs that are developing bylaw or parent involvement policies should be provided by their District Family Advocate and/or the Borough Director for Family Engagement and Advocacy. The Office for Family Engagement and Advocacy has developed a Title I Parent Advisory Guidance Policy template for school and district level structures (Attachments H and I). Copies of these templates are attached to these guidelines and may be

used to modify or may be used as an attachment to an existing document (PA bylaws, Title I Parent Involvement Policy).

Copies of these templates and/or other samples can be obtained from the District Family Advocate. Once these required draft documents have been prepared by Title I parents in consultation with school administration (i.e., principal, SLT constituent members), they must be presented for review and adoption by the Title I parent body.

2. Establishing District-Level Title I Parent Representation and Consultation:

Title I parents shall be given the opportunity to decide whether they want to be represented by a District Parent Advisory Council (DPAC) or through the district's

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Presidents' Council. This discussion and decision shall be addressed at a public meeting convened by the District Family Advocate in consultation with the Community District Superintendent and Borough Director for the Office for Family Engagement and Advocacy for all Title I school Representatives within the district. The Borough Director for the Office for Family Engagement and Advocacy or his/her designee will facilitate the discussion during this initial meeting. Once this decision has been made by Title I parents, documentation which reflects this decision shall be maintained on file in the superintendent's office. This decision should be reviewed at least once every two years. Copies of these records which should include meeting notices(s), agenda(s), minutes,

attendance sheets and ballots shall be forwarded by the appropriate superintendent or his/her designee to the Borough Director for the Office for Family Engagement and Advocacy. Once the determination has been made by Title I parent representatives regarding district-level Title I parent representation and consultation, this body will serve as the consultative body for parents to engage in meaningful discussion of issues related to the district's Title I programs and policies. District Leadership Teams (DLT) must include representation from the district's Title I representative body on such issues related to Title I and must consult regularly with the district Title I organization, especially on issues regarding the use of Title I parent involvement funds.

Over the last several years, the most widely-used options for districts to consult with parents have been:

(a) to establish or continue a District Parent Advisory Council (DPAC), consisting of parent leaders of school-level PACs or PA Title I Representatives or their alternates, to provide parents of Title I participating children with a voice in the district's planning, development, implementation, evaluation, and improvement of Title I programs. DPACs should be operated in accordance with established bylaws or policies, which are aligned with the individual district's mission and philosophy. The District Family Advocate in consultation with the Community District Superintendent and Borough Director for Family Engagement and Advocacy shall provide technical assistance to DPACs that are developing

and/or reviewing bylaws or parent involvement policies. Please note that High School Title I Representatives should be represented on the DPAC, according to the geographic location of these schools.

Or (b) to have the District Presidents' Council, assume responsibility for Title I parent consultation. If this option is chosen, the Presidents' Council must: 1) ensure the participation of leaders of school-level Title I PACs and/or Title I Committee Representatives, 2) hold public meetings where Title I information and issues are included as discussion items on the agenda of each regularly scheduled meeting held during the year, 3) ensure the participation of all Title I High School Representatives and Alternates, and 4) ensure that solely Title I parents are making decisions regarding recommendations on parent involvement expenditures. The Community Superintendent or his/her designee will review meeting agendas to ensure compliance.

Note that the Department recommends that in order to ensure maximum participation and full representation for parents of all Title I participating children at the district level, including high school parent representatives, that the DPAC option be selected.

Parent leaders who serve on the District Title I parent structure are elected by the parents of children attending Title I schools, in accordance with school-level bylaws

or parent involvement policies that outline this election process. District Title I parent structure bylaws or parent involvement policies should be reviewed periodically by the District Family Advocate in consultation with the Community District Superintendent and Borough Director for Family Engagement and Advocacy to ensure they remain current. Please note that parents serving on the executive board of a school-level PA/PTA cannot be employees of that school or serve on the district's Community Education Council.

District Family Advocates shall obtain meeting dates for the District-level Title I parent consultative structure and forward them to the central Office for Family Engagement and Advocacy by September 30th of each year. These dates will be communicated to parents, including posting on the Department's website.

District Family Advocates shall collect District Parent Involvement Policies and forward them to the central Office for Family Engagement and Advocacy by September 30th each year.

3. Citywide Level: To encourage information dissemination about Title I Programs to parents of Title I participating children, as well as to facilitate consultation with central staff, the NYC Department of Education will continue to meet regularly with Title I District parent representatives via our Title I Citywide Parent Committee. This Committee is the primary group through which Central Department of Education staff consults and obtains feedback regarding Title I and other NCLB initiatives and

policies and through which Title I parents can offer direct feedback to central staff.

Each District's Title I parent structure is requested to elect one parent representative and one alternate from its members to participate in the Title I Citywide Committee, in accordance with district-level bylaws or parent involvement policies developed to outline this election process.

Below please find the calendar of remaining Title I Citywide Committee meeting dates for the 2009-10 school year and proposed dates for the 2010-2011 school year:

Wednesday, May 21, 2010

Wednesday, September 17, 2010

Wednesday, November 19, 2010

Wednesday, February 11, 2011

Wednesday, April, 15, 2011

All meetings will begin @ 9:30 am. Meeting locations will be posted on the Department of Education website on the OFEA page. Please contact the Office for Family Engagement and Advocacy at (212) 374-2323 for more information about Title I Citywide Committee meetings. You may also contact your District Family Advocate and/or Borough Director for assistance.

4. Eligibility of School, District and Citywide Title I Parent Representatives:

Parents who are elected to serve as Title I representatives or alternates for their

school, district or at the citywide level for a term as stated in their organization's bylaws or policy must be parents of Title I participating children, regardless of the length of tenure stated within the bylaws. School principals or their designee must annually review the eligibility of Title I elected representatives to continue to serve in this capacity. District Family Advocate in consultation with the Community District Superintendent and Borough Director for Family Engagement and Advocacy must annually confirm the eligibility of District Title I elected representatives to continue to serve in this capacity by annually submitting Attachment B to the Office for Family Engagement and Advocacy. If the child of a representative no longer attends a Schoolwide Program school, or no longer receives Title I services in a Targeted Assistance School, then the representative must be replaced through an election process with a parent of a Title I participating child.

Note that Title I parent leaders elected/selected to serve as representatives and/or alternates to the PAC and/or PA at the school level and District Parent Advisory Council (DPAC) or appropriate District Presidents' Council at the district level may not be employed in the school that they represent or the district within which he/she is employed.

5. Role of Title I Parent Leaders: Information Dissemination and Consultation

Parent leaders at the school, district and citywide levels have a dual responsibility:

(a) to ensure that information about Title I and other programs, policies and initiatives

are shared with other Title I parents; and (b) through their representation, to ensure that the views of Title I parents are expressed on issues affecting their children's education. It is important that school and district level Title I parent leaders have effective, regular two-way communication with parent representatives on SLTs and District Leadership Teams so that issues of importance to parents and children who receive Title I services are considered during the planning, development, implementation and evaluation of Title I funded programs.

Role of School Administrators

Principals shall:

- ensure that the parents of students participating in Title I programs are identified and actively involved in the formation of a consultation structure in accordance with these guidelines;
- convene an annual meeting, at a convenient time, to which all parents of Title I participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part (Title I Part A.) and to explain the requirements of this part, and the right of the parents to be involved;
- provide access to information regarding school budgets, including the overall Title I allocation, and minimum set-aside (no less than 1%) for parent involvement to Title I parents when it becomes available (*please note that the approved Title I parent involvement spending plan and budget should be*

included in the Comprehensive Educational Plan each year beginning in school year 2008-2009);

- disseminate copies of the Title I Parent Involvement Policy and School–Parent Compact to all Title I parents and review these documents in consultation with these parents and/or their representatives and the School Leadership Team membership by December 1st of each school year;
- provide technical assistance to Title I parents regarding issues of procurement protocols, use of purchase orders, and other budgetary related issues;
- review the attached document titled “Title I Parent Involvement Six Requirements for Building Parent Capacity” which outlines requirements as set forth in Section 1118 of Title I for building capacity for parents at the school level

1 It is strongly recommended that the annual meeting occur prior to December 1st of each year in order to ensure that all Title I parents receive this information in a timely manner.

Role of Parent Coordinators:

Parent Coordinators shall:

- assist with outreach to ensure maximum participation and involvement during Title I school based events and activities, including the required Annual Meeting, PAC or PA meetings and/or workshops
- attend PAC or PA meetings when invited by the PAC or PA and/or Principal
- assist the PAC or PA with the development of the Title I Parent Involvement

Policy and Parent School Compact upon request of the PAC or PA and/or the Principal

It is important to note that the Title I parent involvement allocation (no less than 1%) cannot be used as the Parent Coordinator's budget. In addition, the Parent Coordinator does not oversee the implementation of the Title I parent involvement budget.

Note that technical assistance for Parent Coordinators, Principals and Superintendents is available through the Office for Family Engagement and Advocacy at 212-374-2323 or OFEA@schools.nyc.gov.

D. Resources:

□ For additional information on No Child Left Behind and Title I, visit the following websites:

🕒 U.S. Department of Education: www.ed.gov/

🕒 New York State Education Department: www.emsc.nysed.gov/

🕒 New York City Department of Education:

🕒 <http://schools.nyc.gov/Administration/NCLB/default.htm>

🕒 <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm>

□ For additional information regarding regulations for the students with cognitive disabilities, visit: www.ed.gov/policy/elsec/reg/edpicks.jhtml

□ For assistance with planning effective parent involvement programs, contact your school's Parent Coordinator and/or District Family Advocate.

Attachments

- A. Option for Title I School Parent Consultation Form
- B. Option for Title I District Parent Consultation Form
- C. Examples of Allowable Title I Parent Involvement Expenditure
- D. Sample PIP & Sample Parent School Compact
- E. Sample Budget Spending Plan
- F. Section 1118 of Title I Part A of the ESEA
- G. Title I Parent Involvement Six Requirements for Building Parent Capacity
- H. OFEA School-Level Title I Parent Advisory Guidance Policy Template
- I. OFEA District-Level Title I Parent Advisory Guidance Policy Template
- J. OFEA Sample Agenda for the Required Annual Meeting

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.

PS/MS 280 School-Parent Compact

School Responsibilities

PS/MS 280 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student achievement standards as follow:
 - a. provide quality training and professional development to all staff members
 - b. ensure that all teachers are certified and licensed in required areas
 - c. provide students with books and materials needed
 - d. align curriculum with Standards
 - e. ensure that students' individual needs are met as best as possible.
 - f. provide students with access to the most up-to-date technology

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - a. School-Parent Compact will be shared at Curriculum Night, in September, 2010.
 - b. Parent-Teacher Conferences are held twice a year, in November (Fall) and March (Spring). The dates are determined by the Chancellor's official Department of Education School Calendar.
 - c. Additional conferences are held on an as-needed basis, requested by either the teacher, administrator or parent.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Report Cards are distributed and discussed at Parent Teacher Conferences in November and March
 - b. Additional reports are provided at Promotion-In-Doubt meetings in January as part of our Mid-Year Assessments.
 - c. A teacher may, at their discretion, arrange additional meetings with parents

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Curriculum Night – September, 2010
 - b. Parent-Teacher Conferences in November, 2010 and March, 2011
 - c. Frequent reports to parents
 - d. Teachers also supply parents with copies of their prep schedule and times of availability. This is done in written form, immediately upon commencement of the school year in September

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - a. Author/Writing Celebrations
 - b. Earth Day Celebrations
 - c. Holiday Assemblies
 - d. Bimonthly Award Assemblies
 - e. Classroom Volunteers
 - f. Volunteer to go on trips or outings
 - g. Schoolwide Parades
 - h. Field Day in June

6. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

See above – Parental Involvement Policies

7. Involve parents in the joint development of any Schoolwide Program plan, in an organized, ongoing and timely way.

See above – Parental Involvement Policies

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

We will convene an annual conference for Title I parents to inform them of the Title I programs and then their right to be involved. The Conference will be held in October, 2010, during the school day. An additional conference will be held in the evening during October, 2010, to accommodate parents that cannot attend during the school day.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide translation and oral interpretations during meetings with use of Parent Coordinator, Parent Volunteers and selected school staff. IEP teacher, Social Worker, Guidance Counselor and SAPIS Counselor will be available to meet with parents with disabilities.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. This information will be distributed in October.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. If necessary, Provide each parent timely notice when their child has been assigned or as been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

- Work with the Parent Coordinator to have the school provide different types of training and/or assistance we need to help us become more effective in the educational process of our children.
- Be aware of the school-wide themes and assist our children with the learning process.
- Be aware of and support the contents of the Family School Handbook.
- Be aware of the New York State Learning and Promotional Standards and how they will effect my child(ren).

PS/MS 280 School-Parent Compact

School Responsibilities

PS/MS 280 will:

14. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student achievement standards as follow:
 - a. provide quality training and professional development to all staff members
 - b. ensure that all teachers are certified and licensed in required areas

- c. provide students with books and materials needed
- d. align curriculum with Standards
- e. ensure that students' individual needs are met as best as possible.
- f. provide students with access to the most up-to-date technology

15. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- a. School-Parent Compact will be shared at Curriculum Night, in September, 2010.
- d. Parent-Teacher Conferences are held twice a year, in November (Fall) and March (Spring). The dates are determined by the Chancellor's official Department of Education School Calendar.
- e. Additional conferences are held on an as-needed basis, requested by either the teacher, administrator or parent.

16. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- a. Report Cards are distributed and discussed at Parent Teacher Conferences in November and March
- b. Additional reports are provided at Promotion-In-Doubt meetings in January as part of our Mid-Year Assessments.
- c. A teacher may, at their discretion, arrange additional meetings with parents

17. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- a. Curriculum Night – September, 2010
- b. Parent-Teacher Conferences in November, 2010 and March, 2011
- c. Frequent reports to parents
- d. Teachers also supply parents with copies of their prep schedule and times of availability. This is done in written form, immediately upon commencement of the school year in September

18. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

- a. Author/Writing Celebrations
- b. Earth Day Celebrations
- c. Holiday Assemblies
- d. Bimonthly Award Assemblies
- e. Classroom Volunteers
- f. Volunteer to go on trips or outings
- g. Schoolwide Parades
- h. Field Day in June

19. Involve parents in the planning, review and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

See above – Parental Involvement Policies

20. Involve parents in the joint development of any Schoolwide Program plan, in an organized, ongoing and timely way.

See above – Parental Involvement Policies

21. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

We will convene an annual conference for Title I parents to inform them of the Title I programs and then their right to be involved. The Conference will be held in October, 2010, during the school day. An additional conference will be held in the evening during October, 2010, to accommodate parents that cannot attend during the school day.

22. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide translation and oral interpretations during meetings with use of Parent Coordinator, Parent Volunteers and selected school staff. IEP teacher, Social Worker, Guidance Counselor and SAPIS Counselor will be available to meet with parents with disabilities.

23. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. This information will be distributed in October.

24. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

25. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

26. If necessary, Provide each parent timely notice when their child has been assigned or as been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Recognize the rules of the school and form a positive relationship with the school

- Ensure that our child(ren) strive to meet the promotional criteria for attendance and punctuality

- Become involved in developing, implementing, evaluating and revising the school-parent involvement policy

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.

Public School/Middle School 280 conducts an ongoing, yearlong analysis of student achievement and program effectiveness in Reading, Writing, Social Studies Mathematics and Technology. The purpose of this initiative is to effectively support student achievement as it relates to meeting challenging State and City content and performance standards. The findings of the reviews enable the school Executive Team to make “corrections” to the operative CEP to facilitate improvement in the school’s instructional and educational operations. The assessments also fulfill the requirements under the Federal (2001) No Child Left Behind Act.

Numerous measures, including standardized tests (hard data: i.e., McGraw-Hill developed city-wide periodic assessments, NYSESLAT, ELA, E-PAL, Science, NYC/NYS Math and non-standardized assessments (soft data: i.e. Learning Walks, E-CLAS 2, Passport Voyager, Wilson Reading System, teacher-made tests, formal and/or informal teacher observations, conferring notes, analysis of benchmark writing samples, attendance/lateness records, teacher referrals for a child study and/or evaluation) are all employed by classroom teachers, support personnel and the school’s administrators to evaluate programs, students and teachers. “Hard data” is disaggregated by sub groups to indicate progress toward meeting the standards while “soft data” is reviewed to see how/and or in what manner it supports an array of test scores. The Executive Team at specific intervals (Report Card times, mid-year, end-of-year) evaluates all of the existing data in relation to school-wide goals and objectives. Gaps are identified; suggestions and solutions and/or recommendations are sought to close those gaps. This “problem solving” may result in any or all of the following: (a) a change in OTP schedules to place more instructors in classrooms where there are many potential Holdovers to give the children more small group instruction; (b) the ordering of additional supplementary materials; (c) revising scheduled Professional Development workshops to incorporate other research-based “Best Practices” (d) requesting a parent-teacher conference; (e) attending an Extended Day and/or Saturday Academy program.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o 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.

These School wide strategies are addressed in the action plans of Goals 1-5.

3. Instruction by highly qualified staff.

The School Executive Team, along with the school secretaries, meets with certified teachers to discuss their graduate school plans. College programs, UFT courses and Professional Development offerings are posted in the Staff Developer's/Coaches Resource Room. Throughout the year, every teacher participates in an array of in-house Professional Development programs/activities to enhance teaching practices. These are given both during the school day and after school. The trainers come from the school's administration and/or Executive Team, the teaching staff or from outside consultants such as the Aussies, and Teaching Matters. Learning Walks, classroom visitations (informal and formal), looking at lesson plans and the viewing of student work, monitor the quality of the school's instructional program throughout the school. Immediate feedback is provided to maintain high standards. Teachers are held accountable for the achievement scores/levels their students receive on City/State tests as well as on in-house benchmark writing samples and E-CLAS 2/DRA/McGraw-Hill citywide periodic assessments. At the end of the school year teachers meet with the Principal to discuss this year's achievements and next year's goals. "At Risk" teachers receive additional one-on-one assistance from consultants, Literacy/Math coaches and from the Principal or Assistant Principals.

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.

The Professional Development offered at P.S./M.S. 280 is determined by test data and a teacher survey of specific needs to meet curriculum demands of and a diverse student population. Debriefing sessions after Learning Walks also provide topics for Professional Development. The Professional Development menu is also influenced by new curriculum initiatives that require large/small groups of teachers to be learning at the same time. In instances such as this, the Principal, Assistant Principals, Lead Teacher, Test and/or Bilingual Coordinators and Literacy/Math Coaches turnkey the training to the teaching staff. The initiatives are monitored to ensure that the children are focused and learning specific skills. Grade meetings facilitate further planning and assessment of new initiatives and ongoing programs. Grade meetings also provide teachers with an opportunity to assess student achievement levels and recommend additional support for those struggling to achieve. Student performance/outcomes (data) is analyzed by the Executive Team to see that it reflects the implementation of skills/strategies and content

knowledge learned during Professional Development sessions and applied in classrooms. Study Groups also provide teachers with insights/information about specific educational topics, i.e. Literature Circles, assessment and feedback, developing readers, etc.

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

Most teachers recruited to P.S./M.S. 280 are through recommendations and “word of mouth.” They are interviewed by the Principal and are guided around the school to view the academic and social environment they will be joining. Often, a prospective teacher will do per diem subbing before officially becoming a member of the staff. New teachers are buddied with an experienced teacher, work with Grade Leaders and may have a UFT mentor. Literacy/Math Coaches model lessons in a new teacher’s classroom to demonstrate a new strategy, one that needs to be revisited or a Best Practice. Common preparation periods for teachers on a grade offer the new teacher additional support. During the Extended Year Summer Program, prospective new teachers are invited to become Summer Interns. The Interns are paired with experienced teachers to become familiar with the school’s culture and teaching practices.

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

- i. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - b. Report Cards are distributed and discussed at Parent Teacher Conferences in November and March
 - c. Additional reports are provided at Promotion-In-Doubt meetings in January as part of our Mid-Year Assessments.
 - d. A teacher may, at their discretion, arrange additional meetings with parents
 - Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- e. Curriculum Night – September, 2010
- f. Parent-Teacher Conferences in November, 2010 and March, 2010

- g. Frequent reports to parents
- h. Teachers also supply parents with copies of their prep schedule and times of availability. This is done in written form, immediately upon commencement of the school year in September

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Author/Writing Celebrations
- Earth Day Celebrations
- Holiday Assemblies
- Bimonthly Award Assemblies
- Classroom Volunteers
- Volunteer to go on trips or outings
- Schoolwide Parades
- Field Day in June

- e) 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.

Pre-school students are able to adjust to a Kindergarten program due: (a) to small class registers (25 students per class), (b) Educational Assistants working in the classroom for several periods a day to provide small group instruction, (c) and warm, friendly, colorful classroom environments. Frequent parent-teacher meetings and a Kindergarten orientation, in the Spring prior to entry into a Kindergarten classroom, all contribute to a successful transition.

- f) 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.

These School wide strategies are addressed in the action plans of Goals 1-5.

- g) 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.

These School wide strategies are addressed in the action plans of Goals 1-5.

- h) 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.

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

Explanation/Background:

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			681,327	✓	39, 45--55
Title I, Part A (ARRA)	Federal	✓			375,826	✓	55 -- 70
Title II, Part A	Federal	✓			201,978	✓	79 -- 88
Title III, Part A	Federal	✓			19,760	✓	36 – 43, 93
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			3,263,910	✓	18 -- 32

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

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

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

