



**PATROLMAN ROBERT BOLDEN  
PUBLIC SCHOOL 345**

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

**SCHOOL: 19K345  
ADDRESS: 111 BERRIMAN STREET  
TELEPHONE: (718) 647-8387  
FAX: (718) 827-5884**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 19K345      **SCHOOL NAME:** Patrolman Robert Bolden

**SCHOOL ADDRESS:** 111 Berriman Street

**SCHOOL TELEPHONE:** (718) 647-8387      **FAX:** (718) 827-5884

**SCHOOL CONTACT PERSON:** Wanda Holt      **EMAIL ADDRESS:** Wholt@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Darlene Jones

**PRINCIPAL:** Wanda Holt

**UFT CHAPTER LEADER:** Adele Chavarria

**PARENTS' ASSOCIATION PRESIDENT:** Lee Nelson

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 19      **CHILDREN FIRST NETWORK (CFN):** 303

**NETWORK LEADER:** Dr. Kathleen Lavin

**SUPERINTENDENT:** Rose-marie Mills

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
<b>Wanda Holt</b>	*Principal or Designee	
<b>Adele Chavarria</b>	*UFT Chapter Chairperson or Designee	
<b>Lee Nelson</b>	*PA/PTA President or Designated Co-President	
<b>Steven Warren</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Pamela McRae</b>	DC 37 Representative, if applicable	
<b>N/A</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
<b>Darlene Jones Hardwick</b>	Chairperson	
<b>America Mendoza</b>	Member/	
<b>Maureen Outcalt</b>	Member/	
<b>Jeffrey Ellison</b>	Member/	
<b>Lisa Lowe</b>	Member/	
<b>Jonell Pluck</b>	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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P.S. 345, Patrolman Robert Bolden School, is located in the East New York section of Brooklyn. This is a school where the highest standards for academic excellence are upheld. This in turn enriches the lives of the children we are entrusted to educate. At P.S. 345 we strive to prepare tomorrow's leaders by building a nested community of learners where every child is fully engaged in accountable talk, performance oriented tasks, inquiry-based skills and scientifically based research strategies. We work to accomplish this by creating a nurturing learning atmosphere through demonstrated sound instructional practices, shared consent and differentiated learning.

Our school offers a comprehensive and rigorous educational plan through various programs and services which include: AIS services, ESL services and Saturday Academy programs, in addition to 37.5 minutes of remediation for our students as well as after-school academics and enrichment activities. PS 345 has placed an elevated level of emphasis on "quality first teaching" there by aspiring to ensure that students, including students with special needs and English language learners receive exposure to grade appropriate standards-based curricula. This is achieved through the utilization of sound instructional strategies and proven methods of delivery. We have also implemented the Core Knowledge curriculum for Grades K-2, in an effort to provide more holistic interdisciplinary exposure to students while learning content area materials.

In addition to our general education population for Grades Pre-K-5, P.S. 345 services five self-contained Special Needs classes, and one Collaborative Team Teaching class, along with enrichment classes for Grades 1-4. There is also a large population of English Language Learners, with Spanish as a dominant language. These students are serviced by our ESL program and our bilingual classes as well.

All of our students benefit from a strong, rigorous, high-quality curriculum though the implementation of city-wide approaches that provides sufficient opportunities to master State, content standards. The school also offers a wide choice of extra-curricular and enrichment programs and activities to enhance the curriculum and motivate students to learn. These programs include the concert band which is well known throughout the various school districts and community for their performances for the UFT, Time Warner, and Lincoln Center and the Duke Ellington Foundation. In addition there are sports programs such as Soccer, Tennis, Basketball, Art Club, Drama, Chorus and Reading Club (partnering grade four and grade one students). Furthermore the school has also created a strong collaborative culture among the staff that performs over and above what is expected of them.

This is our mission: PS 345 is made up of a community, (staff, parents and students) that is deeply committed to working cooperatively toward a common goal. Our purpose is to guarantee that the highest quality of education possible is being provided for every student, on a daily basis, throughout the school year. We all strive to promote a safe, calm and nurturing environment in order to ensure that our children will succeed. That success is realized by our children achieving excellence in Reading and Mathematics. Our motto is, "Believe in yourself as we believe in you."

**SECTION III – Cont’d**

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

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	36		90.8	91.7	TBD		
Kindergarten	91	90	109						
Grade 1	119	122	112						
Grade 2	126	116	112	<b>Student Stability: % of Enrollment</b>					
Grade 3	129	130	118	(As of June 30)	2007-08	2008-09	2009-10		
Grade 4	120	116	123		90.0	90.3	TBD		
Grade 5	99	119	110						
Grade 6	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 7	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		93.1	93.1	97.1		
Grade 9	0	0	0						
Grade 10	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 11	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 12	0	0	0		10	32	TBD		
Ungraded	3	3	10						
				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
<b>Total</b>	<b>723</b>	<b>732</b>	<b>730</b>		<b>16</b>	<b>6</b>	<b>13</b>		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10						
Number in Self-Contained Classes	56	64	55	(As of June 30)			2007-08	2008-09	2009-10
No. in Collaborative Team	8	7	5	Principal Suspensions			1	16	TBD

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others	25	20	18	Superintendent Suspensions	5	1	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	62	53	52	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	50	39	44	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	2	3	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	64	62	TBD
				Number of Administrators and Other Professionals	10	10	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	5	4	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.7	0.5	0.3	Percent more than two years teaching in this school	73.4	75.8	TBD
Black or African American	48.8	49.9	47.3	Percent more than five years teaching anywhere	64.1	67.7	TBD
Hispanic or Latino	45.5	44.0	48.1				
Asian or Native Hawaiian/Other Pacific Isl.	3.7	3.6	3.0	Percent Masters Degree or higher	89.0	85.0	TBD
White	1.2	1.9	0.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.1	94.8	TBD
Multi-racial							
<b>Male</b>	52.7	52.3	49.6				
<b>Female</b>	47.3	47.7	50.4				

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes  No  If yes, area(s) of SURR identification: \_\_\_\_\_  
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

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

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

ELA:	✓	ELA:	
Math:	✓	Math:	
Science:	✓	Grad. Rate:	

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

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

#### Key: AYP Status

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

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	√
<b>Overall Score</b>	70.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	17.7	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	39.7	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### **Performance Trends**

Based on the NY State Report Card

- We made AYP
- LEP student subgroup made AYP through Safe Harbor

Based on the NYC Progress Report

- Overall rating has decreased to 45.2 from 47.5
- Attendance has increased to 90.8%
- School environment score has remained constant between the 06-07 and 07-08 school years
- Student performance in ELA stayed basically steady but Mathematics has decreased from 79.4 to 75.0
- Students making at least one year of progress in ELA increased 11.2%, from 44.1 to 55.3%
- Students making at least one year of progress in Mathematics increased from 44.1 to 49.2%, which is an increase of 5.1%
- In ELA 85.7% of the lowest third made at least a year of progress but 49.2 % of the lowest third in Mathematics made at least a year of progress

Our demographic data show:

- Our enrollment is decreasing however the ungraded population is increasing
- We had two additional special needs classes on grades 3 and 4

NY Start data

- ELA
  - There has been a slight improvement in the percentage of students in Levels 3 & 4
  - Students in Grade 5 cohort have shown progress in reducing the number of students in Level 1 from grade 3 to grade 5. In 2007, in grade three, there were 16.8% Level 1s, in 2008 there were 10.5% and in 2009 there were no level 1 students.
  - The achievement gap between Special Education and General Education students is 30.2%
  - Females did better than male students by 13%
  - Proficiency levels among ELLS and English Proficient students have a gap of 21% for all grades

- The proficiency levels for ELLs has increased slightly from 40% to 47.6% between 2006 and 2009
- Math
  - There has been an improvement of 6.4 percent of students in Levels 3 & 4
  - Students in Grade 5 cohort have shown progress in reducing the number of students in Level 1 from grade 3 to grade 5. In 2007, in grade three, there were 5.2% Level 1s, in 2008 there were 9.2% and in 2009 there were 2.6% level 1 students.
  - The achievement gap between Special Education and General Education students is 50.4%
  - Females did better than male students by 4.2%
  - Proficiency levels among ELLS and English Proficient students have a gap of 4.4% for all grades

The proficiency levels for ELLs has from 64.8% to 80.7% (15.9% increase) between 2006 and 2009

- Science
  - The percentage of Level 3 students increased 5% and Level 4 students increased 7% from 2008 to 2009.
  - The percentage of Black students receiving Level 4 increased 21% from 2008 to 2009.
  - Females did better than male students by 6% in Level 4.
- Social Studies
  - The percent of Level 1 students decreased from 16% to 9% and Levels 3 and 4 increased from 72% to 81%
- NYSESLAT
  - K-1 the percentage of beginners decreased and the percentage of students at the proficient level increase in Reading/Writing and Listening/Speaking
  - The percentage of students in grades 2-4 in the beginner level decreased and the proficient level increased in Listening/Speaking but in Reading/Writing the percent of beginners increased and the percent of proficient students decreased
  - In grades 5-6 students in the proficient level increased from 23% to 53% in Listening/Speaking but in Reading/Writing the percent of both beginners and proficient students increased while those at the intermediate level decreased

## **Accomplishments**

The percentage of students making at least 1 years progress in ELA improved 10.7% from the 2008-2009 school year. These gains can be attributed in part to a school-wide emphasis on data analysis and management. The school's data specialists have given multiple staff developments throughout the year to help teachers better navigate available data sources. In addition, the data specialist has shown teachers multiple methods for the management of teacher-generated assessments. Teachers currently use data binders to collect and organize pertinent assessment data.

The school plans and implements workshops focusing on collecting data, analyzing and evaluating student work then utilizing the data to plan for and drive instruction. In addition to formal city wide tests and assessments which include Interim Assessments, E-CLAS and E-PAL, P.S.345 has implemented a school based system for monitoring student progress in literacy. The tools utilized are the following: Scholastic Inventory Assessments (Lexiles), Reading Achievement Indicator (RAI), Sidewalks on My Reading Streets interim assessments and Open Court interim assessments. In addition, there are end of unit science, math, and social studies exams in all grades. To track and manage its data collection the school has developed a variety of consistent spreadsheets for recording and tracking data collected. The extended day (thirty seven and one half minutes) instructional plan is driven by needs assessment derived from data, i.e. fall = literacy/math instruction; spring = science/writing. Collaboration between classroom teachers and coaches in the form of professional development conferences, inter-visitations, and curriculum modeling is a result of data

evaluation. Both formal and informal administrative observations drive instruction and instructional patterns.

Instructional focuses based on data are instituted in all content area teaching. Based on data review of teaching and learning patterns throughout the school, universal content curriculum blocks are instituted yearly (i.e. literacy, writing, mathematics). Staff development goals and plans are driven by both informal and formal data results. There is a mentor program for new teachers assisting with adaptation and pedagogy.

Grade wide curriculum planning has been instituted in order to set goals and plan instruction. Individual teacher conferences occur three times yearly to discuss data and instructional planning

### **Improvement Barriers**

Although the school has implemented a data management initiative, teachers use data in varied capacities. The use of data to improve pedagogy is not completely standardized and the collection of this data needs to be simplified. The same is true for school-wide goal setting procedures. There is a computer lab available to all teachers and an assigned technology teacher who provides cluster coverage. In addition, each classroom is equipped with at least one computer. Moreover, there are five smart-boards school wide which are utilized by students and teachers. Furthermore, the data specialist has been available to help teachers maximize their use of technology and data in the classroom.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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**I. The achievement gap between Special Education and General Education students in ELA will decrease by at least 5% by June 2011.**

**II. The achievement gap between Special Education and General Education students in Math will decrease by at least 5% by June 2011.**

**III. To increase proficiency levels of ELL students in ELA by at least 5% by June 2011.**

**IV. Monthly professional development sessions offered to staff will increase by 10% by June 2011.**

**V. Parental Involvement: There will be at least 12 parent workshops with a 10% increase in attendance by the June of the 2010/2011 school year.**

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Special Needs-ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>The achievement gap between Special Education and General Education students in ELA will decrease by at least 5% by June 2011.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Weekly grade conferences will be held to discuss academic trends and share best practices. These grade conferences will be coordinated by both special needs teachers and administrators. Grade conferences will also be used for curriculum planning to ensure literacy instruction is standards-based.</p> <p>The school will continue implementing the Reading Streets program in grades 2-5 in order to address school-wide deficiencies. Teachers will receive continuous ongoing professional development related to effective planning and implementation of this program and will receive ongoing support in the use of the program by the Literacy Coach. Additional professional development sessions will be provided throughout the school year by Literacy coach as well as administration.</p> <p>Pacing calendars and literacy maps will be developed in order to align curriculum and instruction with the NY state standards.</p> <p>The school will continue the use of the Ticket to Read Program school-wide.</p> <p>Throughout the year, teachers will use their access to both the ARIS and Acuity systems in order to track student progress throughout the school year.</p> <p>The school will utilize City Year (CBO-Community Based Organization) to support the strategic intervention component of the Reading Streets reading program. Instructional programs such as Read 180 and Wilson will be utilized to provide increased academic intervention.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Common preps will be dedicated to the development of curriculum planning, data assessment, and professional learning culture.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The Scholastic Reading Inventory (SRI) will be administered on a two month cycle to accurately gauge student progress. The SRI will be used to monitor student progress by Fountas and Pinnell level. Reading Assessment Indicator (RAI) will monitor and assess students' comprehension sub-skill strengths and weaknesses. In lower grades, teachers will continue implementing Core Knowledge content as part of their interdisciplinary curriculum. In addition, grades K and one will continue utilizing Open Court to address phonemic awareness and decoding skills. ECLAS-2 will be utilized twice a year to monitor student progress.</p> <p>The NYC Predictive and Instructional Target Assessment (ITAs) will be administered 3x throughout the school year, May, February and March. The Target Assessment (ITAs) will show a 5% increase in student performance.</p>

Subject/Area (where relevant):

**Special Needs-MATH**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>The achievement gap between Special Education and General Education students in Math will decrease by at least 5% by June 2011.</b></p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Weekly grade conferences will be held to discuss academic trends and share best practices. These grade conferences will be coordinated by the math coach and special needs teachers.</p> <p>The school will continue implementing the Everyday Math program to provide students with standards-based mathematics instruction. This program provides many opportunities for differentiation with the use of hands-on manipulatives, remediation and enrichment activities. The school will utilize Math Steps as a supplement to the Everyday Math curriculum. The math coach will work with teachers to develop meaningful pacing calendars for all Everyday Math units.</p> <p>Staff will use the NYS Mathematics, a math program by Continental Press, Kaplan Math and <b>STAMs</b> to supplement the Everyday Math program. These standards-based curriculum programs directly mirror the NYS mathematics assessments.</p> <p>Foundations in Mathematics, a supplement resource by Options Publishing, will be utilized during the Saturday Academy Program.</p> <p>Small-group enrichment tutoring will be provided for proficient students weekly to help attain mastery. This tutoring will be administered by classroom teachers as well as the math coach.</p> <p>Teachers will continue to use data from the Acuity and Instructional Target Assessment Performance Series to gauge student performance and differentiate instruction.</p> <p>Teachers will encourage students to utilize the V-math, Voyager Expanded Learning's online math intervention series that provide more independent opportunity and support to decrease mathematical deficits.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title 1 funding will be used to provide extended day and Saturday support services.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The Acuity Predictive will be administered twice and Instructional Target Assessment (ITAs) will be administered 2 times, November and March. Instructional Target Assessment (ITAs) will show a 5% increase in student performance.</p>

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

**ELL-ELA**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5% of Special needs students will show an increase in performance in ELA as evidenced by an 8% increase in performance on the ELL Instructional Target assessment (ITAs).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Weekly grade conferences will be held to discuss academic trends and share best practices for ELL students. These grade conferences will be coordinated by Administration and ELL teachers.</p> <p>Regular supervisory observations will be made to ensure implementation of actions and strategies that were previously outlined.</p> <p>The school’s data specialist will continue training teachers in interpretation of assessment data and its use to differentiate instruction. These data sources include, but are not limited to, Acuity and the ELL Instructional Target assessment (ITAs).</p> <p>The school-based Inquiry Team will work to develop effective interventions to address the needs of ELL students included in the target population. The results of their action research project will be disseminated quarterly to the ELL teachers.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The position of data specialist will be funded by pre-allocated funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The Acuity Predictive will be administered once and ELL Instructional Target assessment (ITAs) will be administered 2x, October and March. The ELL Instructional Target assessment (ITAs) will show an 8% increase in student performance level.</p>

**PARENTAL INVOLVEMENT**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be at least 12 parent workshops with a 10% increase in attendance by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Parent coordinator will work collaboratively with the PA and Administration to coordinate monthly meetings and send notices to parents.</p> <p>Parent workshops including but not limited to ELA and Math will be provided to inform and assist parents in developing clear expectations of school wide curriculum and policies.</p> <p>In addition, a series of parent workshops including but not limited to the following topics: Parenting, Health Education and will be provided to parents in order to bridge the gap between school and community.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>One percent of the school's annual title 1 funding will be utilized for parent involvement.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Parental attendance at monthly PA meetings will be used to gauge the success of the aforementioned initiatives. Parent surveys will be distributed at each workshop that is conducted at our school.</p>

**PROFESSIONAL DEVELOPMENT**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Monthly professional development sessions offered to staff will increase by 10% by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Monthly PD sessions will be offered on topics including but not limited to ELA and Math.</p> <p>Based upon data received from teacher surveys, professional development sessions will be provided in various areas including but not limited to: Balanced Literacy, Everyday Math, Data Assessment, and Differentiated Instruction.</p> <p>Inter-visitations, both internal and external, will be conducted throughout the school year to promote and share best practices.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>This will be funded by Title 1 Professional Development money.</p> <p>Professional Development will be conducted by, but not limited to Literacy and Math Coaches, Administration, as well as outside consultants.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Attendance sheets, agendas and teacher feedback forms/surveys will be collected at the close of each professional development session.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

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

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	15	N/A	N/A	15	5	5	7
1	120	120	N/A	N/A	8	5	5	7
2	85	85	N/A	N/A	8	5	5	7
3	111	111	N/A	N/A	20	5	5	8
4	104	104	104	104	20	5	5	8
5	94	94	94	94	25	5	5	10
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Students receive AIS in a small group setting utilizing the pull out/push-in method. The programs being utilized in the upper grades are Great Leaps, Passageways, and Reading Streets. The lower grades will utilize Plato, Open - Court, Earobics, and the Ticket-To-Read Program as their reading intervention tools.
<b>Mathematics:</b>	Students receive AIS in a small group setting utilizing the pull out/push-in method. The programs being utilized are Achieve It, Breakaway Math, Math Steps, Foundations, and March to March.
<b>Science:</b>	Students receive AIS services in small group settings during the 37 1/2 min. extended day, after school and Saturday school. They also receive hands-on experience utilizing the FOSS Kits, Measuring Up and Reading Streets.
<b>Social Studies:</b>	Students receive AIS services during the 37 1/2 min extended day. During this time they utilize the Coach DBQ and Our Nation Workbooks.
<b>At-risk Services Provided by the Guidance Counselor:</b>	At risk is usually provided in a 1:1 setting depending on the circumstance. If the need cannot be addressed in a small group setting.
<b>At-risk Services Provided by the School Psychologist:</b>	At-risk services are provided by the school psychologist either in small group or on a one to one basis dependent on student need.
<b>At-risk Services Provided by the Social Worker:</b>	At risk is usually provided in a 1:1 setting on an as needed basis.
<b>At-risk Health-related Services:</b>	At-risk health related services are provided on a case by case basis by health related providers. Some of these services include health and hygiene counseling, Diabetes Counseling and nutrition awareness. On a monthly basis, the school nurse conducts an "asthma class" for students in grades 2-5.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s)   K - 5        Number of Students to be Served:   83   LEP        Non-LEP

Number of Teachers   5        Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

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**I. Language Allocation Policy Team Composition:**

<i>Principal:</i>	Wanda Holt	<i>ESL Teacher:</i>	Sofia Bazarov Shantell Nelson
<i>Assistant Principal:</i>	Stacia Mason	<i>Assistant Principal:</i>	Dianna Lo Coco
<i>Guidance Counselor:</i>	Deborah Kenel	<i>Literacy Coach:</i>	Mary Steakin
<i>Content Area Teacher:</i>	Mary Joy Boyce	<i>Math Coach:</i>	Nycolle Woodard
		<i>Parent Coordinator:</i>	Kathleen Rodriguez

II. Teacher Qualifications

III. School Description / Demographics (Include the number of students in school and number of ELLs in the school.)

IV. ELL Identification Process & Parent Choice Include a brief paragraph to describe in detail:

V. ELL Programs Please include the following:

VI. Years of Services / Programs / ELLs by Sub-groups (Please refer to worksheet.) Include:

VII. Home Language Breakdown and ELL Programs

VIII. Program and Schedule Information

IX. Plan for SIFE

X. Plan for ELLs in school less than 3 years/ Newcomers

XI. Plan for ELLs in school 4-6 years

XII. Plan for ELLs in school 6 years completed or more / Long Term ELLs

XIII. Plan for ELL Special Needs Students

XIV. Intervention Programs for ELLs (AIS)

Transitional Student Support Plan ( ELLs that pass NYSESLAT are Transitional students for 2 years) Future Plans for ELL Programs –Describe changes planned- improvements, discontinued programs

- XV. Equal access to all programs
  
- XVI. After school programs for ELLS
  
- XVII. Instructional materials including technology
  
- XVIII. Instructional materials in Content Areas
  
- XIX. Native Language Support
  
- XX. Support Services
  
  
- XXI. Professional Development
  
- XXII. Assessment Analysis (Refer to LAP worksheet to complete this section on assessment)
- XXIII. Describe ELL program success

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s) K- 5 83    Number of Students to be Served: 83 LEP \_\_\_\_\_ Non-LEP**

**Number of Teachers 6                    Other Staff (Specify) \_\_\_\_\_**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided

below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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*In our school we have four Spanish bilingual classes with 58 students being served and 41 ESL students being served by two ESL teachers. The languages of instruction in bilingual classes are English and Spanish, in ESL classes English only. To identify students eligible for LAB-R testing, the Home Language Survey is being screened. Those children, whose home language is different from English, are being administered LAB-R, which is a tool to identify students eligible for ESL or Bilingual Programs. NYSESLAT is administered at the end of the school year to identify who is ready to exit ELL programs.*

*Our ELLs participate in the Extended Day Program, AIS, After School and grade 4/5 Bilingual Saturday Academy. A bilingual Spanish teacher teaches Science in grades three through five. The Literacy Programs are Open Court for grades K through two and Sidewalks for grades three through five. The Math Program is Everyday Math.*

*There is also one grade 4/5 Saturday class with 21 students. The language of instruction is Spanish/English. Such materials as Amazing English, English at Your Command, Read Well are being used. The instructional strategies are targeted on helping the students meet ELL and ELA standards.*

**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.

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*Our ESL teachers attend monthly meeting delivered by the Senior ELL/Bilingual Education Management Specialist who share various strategies in the areas of second language acquisition, scaffolding instruction and integrating content and language goals for ELLs. Additionally she also provides on-site professional development to our Bilingual classroom teachers who also attend off-site training to familiarize themselves with new strategies and advancements in the areas of second language acquisition.*

**Form TIII – A (1)(b)**

School: P.S. 345

BEDS Code: 19K345

Title III LEP Program  
School Building Budget Summary

Allocation Amount:

<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	11,973.60	<b>4 teachers X 3 hours X 20 weeks x \$49.89 = \$11,973.60)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	N/A	N/A
<b>Principal's Per Session</b>	\$1500	
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$1500	<b>Camp Can Do  Supplementary Level Libraries ( English/Spanish)  Supplementary Math Materials ( English/Spanish)  Multicultural Libraries  NYSESLAT Practice Materials</b>
<b>Educational Software (Object Code 199)</b>	\$386.40	<b>Lexia SOS   Math Blaster</b>
<b>Travel</b>		
<b>Other Parent Involvement</b>	\$ 200	Parental Interactive Workshops
<b>TOTAL</b>	\$15,560.00	

### **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**

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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.

*Home language Surveys provide initial information regarding family translation needs; teachers provide additional information regarding the written translation and oral interpretation needs of the families of their students. Teachers and paraprofessionals interpret and translate necessary communications in addition to the Interpretation Unit provided by the NYCDOE which assist in making timely communication possible to all parents.*

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.

*When letters are written in the Native Language of the families the level of participation has shown improvement. Out of the families that required translation services there has been an increase in participation and attendance in parental workshops and meetings. The families have a better understanding of calendar events and other correspondences sent from the school.*

#### **Part B: Strategies and Activities**

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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.

*Our translation team consists of our parent coordinator, bilingual teachers, paraprofessionals, and school aides who translate all weekly letters and flyers and correspondence to parents in a timely manner. In addition, the NYCDOE Translation Unit also provides translation services as needed via telephone.*

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

*Oral interpretation services are provided by school staff, NYCDOE Interpretation Unit and occasionally parent volunteers. This service is provided at parent-teacher conferences and IEP Conferences whenever necessary.*

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>.

PS 345 utilizes the home language surveys to identify the parents and students native language. Translation and interpretation services are then provided as needed by paraprofessionals, bilingual teachers, NYCDOE interpretation unit and on occasion our parent volunteers in an effort to increase parental involvement and strengthen the home language communication.

**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 School wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	807,512	72,626	880,138
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,075		8,075
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	40,376		40,376
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	17,816		17,816
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **100%**

9. 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.

**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 on the NYCDOE website.

**2009-2010 Parent Involvement Policy  
Public School 345**

***P.S. 345 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.***

- ***The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.***
- ***The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.***
- ***Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.***
- ***With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home.***
- ***The school will work to assist parents in having meaningful roles in the school decision making process. The school will provide parents with training and information so they can make the most of this opportunity.***
- ***The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.***
- ***Parents will be invited to attend culminating celebrations marking their child's success at the school.***
- ***School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.***
- ***The school calendar will be disseminated each month to all parents, one week before the start of the month.***
- ***At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.***

**Professional Development:**

**Bi-monthly professional development for parents will be provided by the school's parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families i.e. Breast Cancer Awareness, and HIV workshops.**

**Professional Development, is provided by in house and outside consultants at monthly PA meetings in areas of health, school curriculum, assessment and other matters pertaining to family, social and educational issues.**

**Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.**

**ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.**

**Annual evaluation of the Parent Involvement Policy**

**At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration.**

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

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

**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**.

<b>P.S. 345 School Parent Compact</b>	
<b>The School Agrees</b>	<b>The Parent/Guardian Agrees</b>
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various time, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> <li>• Parent-teacher conferences at least annually</li> <li>• Frequent reports to parents on their</li> </ul>	<p>To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistant training that the local education authority or school offers on child rearing practices and teaching and learning strategies.</p> <p>To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 2nd grade students; and listen to grade 2 through 3 students read for 15-45 minutes per day.</p> <p>To monitor his/her child's/children's:</p> <ul style="list-style-type: none"> <li>• Attendance at school</li> <li>• Punctuality</li> <li>• Homework</li> <li>• Television watching and bedtime</li> </ul> <p>To share the responsibility for improved student achievement.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.</p>

<p>children’s progress</p> <ul style="list-style-type: none"> <li>• Reasonable access to staff</li> <li>• Opportunities to volunteer</li> <li>• Parent calendar</li> <li>• Parent breakfasts</li> </ul> <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes and workshops on reading and mathematics strategies.</p>	<p>To encourage parents to volunteer in their child’s school and participate in cultural celebrations and assemblies.</p>
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**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a School wide 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.

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. **See Section IV.**

1.

**The School Leadership Team will conduct an annual needs assessment and use this data to develop school goals and action plans for the CEP. These goals and their implementation will be monitored at School Leadership meetings throughout the school year by assessing our Interim measures of progress. As a part of our school-wide system of continuous improvement student progress will be monitored and instructional strategies will be modified accordingly.**

2. School-wide 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

**See Section VI Action Plans and Appendix 1**

3. Instruction by highly qualified staff.

***All teachers hired will be Highly Qualified. For those teachers who are not highly qualified we will make efforts to offer them tuition reimbursements. Teachers are assigned according to area of license.***

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 School-wide Program to meet the State's student academic standards.

***We provide professional development opportunities and support for teachers by the Literacy and Math coaches, the LSO, SETRC and DOE workshops. Teachers that attend off site workshops will turnkey the training in supporting the growth of our Professional Learning Community.***

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

***All teachers hired will be Highly Qualified. The Principal and/or her designee will attend job fairs and participate in other recruitment efforts of the DOE.***

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

***We provide workshops for parents in Math, ELA, testing, parenting, domestic abuse and sex education.***

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

***To assist students transitioning into Kindergarten, we will conduct an orientation for new admits.***

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

***Teachers participate in monthly grade meetings with the administration for the use and analysis of data and using the data to inform instruction. These sources of data include but are not limited to Ticket to Read, Ed Performance, Acuity and the NYS testing program.***

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

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: School wide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a School wide 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.

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

**The School Leadership Team will conduct an annual needs assessment and use this data to develop school goals and action plans for the CEP. These goals and their implementation will be monitored at School Leadership meetings throughout the school year by assessing our Interim measures of progress. As a part of our school-wide system of continuous improvement student progress will be monitored and instructional strategies will be modified accordingly.**

10. School wide reform strategies that:

TEMPLATE - MAY 2010

- c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- d) 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

11. Instruction by highly qualified staff.

***All teachers hired will be Highly Qualified. For those teachers who are not highly qualified we will make efforts to offer them tuition reimbursements. Teachers are assigned according to area of license.***

12. 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 School wide Program to meet the State's student academic standards.

***We provide professional development opportunities and support for teachers by the Literacy and Math coaches, the LSO, SETRC and DOE workshops. Teachers that attend off site workshops will turnkey the training in supporting the growth of our Professional Learning Community.***

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

***All teachers hired will be Highly Qualified. The Principal and/or her designee will attend job fairs and participate in other recruitment efforts of the DOE.***

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

***We provide workshops for parents in Math and ELA as well as ESL and GED classes.***

15. 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.

***To assist students transitioning into Kindergarten, we will conduct an orientation for new admits.***

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

***Teachers participate in monthly grade meetings with the administration for the use and analysis of data and using the data to inform instruction. These sources of data include but are not limited to Tickets to Read, Ed Performance, Acuity and the NYS testing program.***

17. 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.

18. 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 School wide Program (SWP)**

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

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

Consolidating funds in a School wide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to School wide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – School wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching

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

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

**There are currently 17 students who are in temporary housing in our school.**

2. Please describe the services you are planning to provide to the STH population.
  - **Students are provided with student metro-cards until busing becomes available**
  - **Students are provided with busing**
  - **Breakfast upon arrival at school**
  - **Counseling as needed**

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 345 Patrolman Robert Bolden					
<b>District:</b>	19	<b>DBN:</b>	19K345	<b>School</b>		331900010345

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	36	36		90.8	91.7	91.0
Kindergarten	90	109	105				
Grade 1	122	112	104	<b>Student Stability - % of Enrollment:</b>			
Grade 2	116	112	104	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	130	118	110		90.0	90.3	91.6
Grade 4	116	123	119				
Grade 5	119	110	109	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		93.1	97.1	97.1
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		10	32	49
Grade 12	0	0	0				
Ungraded	3	10	6	<b>Recent Immigrants - Total Number:</b>			
Total	732	730	693	(As of October 31)	2007-08	2008-09	2009-10
					16	6	13

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	64	55	43	Principal Suspensions	1	16	2
# in Collaborative Team Teaching (CTT) Classes	7	5	6	Superintendent Suspensions	5	1	11
Number all others	20	18	21				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	53	52	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	39	44	TBD	Number of Teachers	64	62	61
# ELLs with IEPs	3	4	TBD	Number of Administrators and Other Professionals	10	10	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	4	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	96.5
				% more than 2 years teaching in this school	73.4	75.8	85.3
				% more than 5 years teaching anywhere	64.1	67.7	80.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	85.0	90.2
American Indian or Alaska Native	0.5	0.3	0.1	% core classes taught by "highly qualified" teachers	97.1	94.8	90.5
Black or African American	49.9	47.3	48.9				
Hispanic or Latino	44.0	48.1	46.2				
Asian or Native Hawaiian/Other Pacific	3.6	3.0	3.5				
White	1.9	0.8	1.2				
<b>Male</b>	52.3	49.6	50.4				
<b>Female</b>	47.7	50.4	49.6				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	44.2	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	3.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	5.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	31.1					
<i>(Comprises 60% of the</i>						
Additional Credit:	3.5					

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster	District <b>19</b>	School Number <b>345</b>	School Name <b>Robert Bolden</b>
Principal <b>Ms. Holt</b>		Assistant Principal <b>Ms. Mason, Ms. LoCoco</b>	
Coach <b>Math-Ms. Jenkins-Woodard</b>		Coach <b>Literacy-Ms. Steakin</b>	
Teacher/Subject Area <b>Ms. Figueroa</b>		Guidance Counselor <b>Ms. Kenel</b>	
Teacher/Subject Area <b>Ms. Bazarov</b>		Parent <b>Mr. Nelson</b>	
Teacher/Subject Area <b>Ms. Nelson</b>		Parent Coordinator <b>Ms. Rodriguez</b>	
Related Service Provider <b>Ms. Braithwaite</b>		Other <b>Ms. Brand</b>	
Network Leader <b>Dr. Lavin</b>		Other <b>Ms. Montiero</b>	

### 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	<b>2</b>	Number of Certified Bilingual Teachers	<b>3</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>692</b>	Total Number of ELLs	<b>83</b>	ELLs as Share of Total Student Population (%)	<b>11.99%</b>
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## Part II: ELL Identification Process

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

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

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

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

1. All students who are registered in PS 345 and are new to the English Speaking Education System, are given the Home Language identification Survey (HLIS) to be completed by a parent. School Aids, teachers, paraprofessionals and the DOE translation team help not English speaking parents in the completion of the form and conduct the survey. They also assist administrators and teachers to communicate with parents/guardians in their native language and explain the program choices. The ESL teachers review the admission list and the HLIS to ensure all procedures are in place for all newly admitted students. Based on the parent responses on the HLIS, language used at home, the decision is made whether the student is eligible for Language Assessment Battery-Revised (LAB-R). All ELL students (both in General and Special Education) take the New York State English as a Second Language Achievement Test (NYSESLAT) at the end of the school year until they are proficient and ready to exit the ELL program.

2. At PS 345 parents/guardians are invited to attend an orientation meeting. The invitation is provided in native language of population represented at the school. At the orientation meeting, parents have the opportunity to watch a film about the programs of choice in NYC DOE. This presentation helps parents to make the decision about the program choice. The orientation takes place at the start of the school year, in September. This school year it was on September 22, 2010. Ms. Rodriguez, Parent Coordinator, Ms. Bazarov, ESL Teacher and School Aids assisted the parents.

3. The LAB-R is administered to eligible students based HLIS review. Hand written scores are used for placing children in bilingual or monolingual classes with ESL pull-out services. Placement is made according to the parent's program selection choice. If the parents do not come to the orientation, they are sent the Parent Survey and Program Selection Form. The entitlement letters are distributed immediately after administering LAB-R, the translation in the native language of the family is provided. Students are tested within ten days after being registered in PS 345.

4. The placing ELL students in bilingual or monolingual classes with ESL pull-out services is based on parental choice. If the parents do not attend the orientation, the program selection form is sent home, translated in the native language of the family. Ms. Rodriguez, Parent Coordinator, and the School Aids help get the program selection forms signed by the parents.

5. The trend in program choices that parents have requested is as follows

For school year 2008-2009

Bilingual-53 students

ESL -38 students

For school year 2009-2010

Bilingual-49 students

ESL -43 students

For school year 2009-2010

Bilingual-40 students

ESL -43 students

6. In PS 345 we offer three self-contained bridge Spanish bilingual classes (grades K/1, 2/3, 4/5) and ESL pull-out program for grades kindergarten through Grade 5 ELLs. The program models offered at our school are aligned with parent requests.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	6	4	8	7	6	9								40
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	9	10	6	4	9	5								43
<b>Total</b>	15	14	14	11	15	14	0	0	0	0	0	0	0	83

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	83	Newcomers (ELLs receiving service 0-3 years)	65	Special Education	4
SIFE	14	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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	
<b>TBE</b>	28	12	0	12	0	1	0	0	0	40
<b>Dual Language</b>										0
<b>ESL</b>	36	2	1	7	0	2	0	0	0	43
<b>Total</b>	64	14	1	19	0	3	0	0	0	83

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	6	4	8	7	6	9								40
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>6</b>	<b>4</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>9</b>	<b>0</b>	<b>40</b>						

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**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
<b>TOTAL</b>	<b>0</b>									

**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	6	7	6	4	6	4								33
Chinese														0
Russian														0
Bengali	2	2			2									6
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1			1	1								4
<b>TOTAL</b>	<b>9</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>9</b>	<b>5</b>	<b>0</b>	<b>43</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. In PS 345 we have a student population of 692 students. We offer three bridge self-contained Spanish Bilingual classes and an ESL pull-out program for grades Kindergarten through Grade 5 ELLs.

- In the Bilingual classes children are grouped by age/grade level of mixed English language proficiency levels.
- The ESL model works as follows: children of the same grade level are pulled out by the ESL teacher to work in small groups. Sometimes ELL students are placed in groups of different age/grade level to best serve their language needs. As students become more proficient in their command of English, the groups are reviewed and student placement is adjusted further.

2. Two ESL teachers work with 43 ELL students, out of which 25 in grades K-5 are pulled out for mandated 360 minutes of ESL. 18 students are receiving 180 minutes of ESL instruction per week as well as 180 minutes per week of ELA in their classroom.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

## B. Programming and Scheduling Information--Continued

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

5. The strengths and weaknesses of ELLs will be addressed during extended day and after school.
6. Transitional students will get support after the necessity is discussed with the classroom teacher.
7. A continued review of student data will provide information and opportunity to review and revise programs to best meet the needs of the students. Presently all efforts are to continue and strengthen Programs for ELLs to ensure academic success and school-wide goal achievement.
8. None of the programs or services for ELLs will be discontinued.
9. ELL students are involved in after school programs and clubs, Star Fish as well as Soccer Art Club and Band.
10. Computers and smart boards are used to assist ELLs. Read Well is used to assist reading comprehension.
11. A wide variety of materials are used to ensure student participation in all academic activities. Everyday in Spanish is used in bilingual classes. Text and content books are provided in Spanish and in English. Classroom libraries are available both in English and in native language. Books are also available in native language in the school library.
12. All ELLs receive services according their age, grade level.
13. A team of school staff members including administrators, teachers, DOE Translation Team assist in verbal and written communication and translation services to facilitate parent involvement in school programs, practices, policies and student achievement.
14. In monolingual classes with ESL pull-out services the instruction is delivered in English. In Transitional Bilingual classes the content area

subjects are taught in Spanish.

### 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)?

and BandPaste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

1. All teachers of ELLs attend Team Meetings as well as workshops to address the best practices of ELLs.
2. Bilingual and ESL teachers communicate with Ms. Kenel, the Guidance Counselor, regarding ELLs in order to find the best middle school setting for them.
3. Monolingual teachers who have ELLs in their classes work in close partnership with ESL teachers. They also attend workshops and seminars.

### E. Parental Involvement

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

1. Workshops for parents facilitate the parental involvement in education and school wide programs. Translation services are provided.
- 2.
3. Our parent coordinator works in close contact with all parents and the parents of ELLs.
4. Parents are interested in academic achievement of their child. The information and help they get facilitates the progress of the students.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8		1	1	1	2								13
Intermediate(I)														0
Advanced (A)	8	1												9

Total	16	1	1	1	1	2	0	0	0	0	0	0	0	22
-------	----	---	---	---	---	---	---	---	---	---	---	---	---	----

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	1	4	1	1	4	0	1	17
4	0	1	3	5	2	2	0	0	13
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	1	3	3	4	1	1	13
8									0

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	1	11	4				

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

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

1. We use ECLAS-2, Predictive (Acuity) and ELL Periodic as well as ITA to assess the early literacy skills of ELLs. The early assessment helps to evaluate the strengths and weaknesses of each student and thus adapt the instruction to their needs.

2. The data patterns across proficiency levels on LAB-R and NYSESLAT revealed that students perform better in Speaking and Listening than in Reading and Writing. In Spring 2010 ten (10) ELL students exited the program.

3. After examining all NYSESLAT modalities decisions are made about tailoring instruction according the needs of each child.

4. A review of the data for ELA indicates that six students (6) scored on level 3, 12 students (12) on level 2, and five (5) on level 1. There were no students scoring on level 4.

In Mathematics the data shows that one (1) student scored on level 4, nine (9) on level 3, thirteen (13) on level 2, and seven(7) on level 1.

In both ELA and Mathematics the lower scores were attained by students who were in the newcomer group of ELLs.

In Mathematics ELLs performed significantly at level 3.

This may be attributed to the increased confidence and skills of classroom teachers in addressing Mathematics topics. Teachers deliver instruction in the native language, thereby insuring student comprehension and success.

Periodic Assessments for ELLs help detect problems on early stages and address them appropriately.

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

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

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 19K345**

*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:	314,930	189,136	504,066
2. Enter the anticipated 1% set-aside for Parent Involvement:	8075	1910	9985
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	403,756	*	
4. Enter the anticipated 10% set-aside for Professional Development:	80,751	*	

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. P.S. 345 is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.

- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home.
- The school will work to assist parents in having meaningful roles in the school decision making process. The school will provide parents with training and information so they can make the most of this opportunity.
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents, one week before the start of the month.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

#### Professional Development:

Bi-monthly professional development for parents will be provided by the school's parent coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families i.e. Breast Cancer Awareness, and HIV workshops. Professional Development, is provided by in house and outside consultants at monthly PA meetings in areas of health, school curriculum, assessment and other matters pertaining to family, social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of

ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration.

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

**P.S. 345 School Parent Compact**  
**The School Agrees**

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various time, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

- Parent-teacher conferences at least annually
- Frequent reports to parents on their children's progress

- Reasonable access to staff
- Opportunities to volunteer
- Parent calendar
- Parent breakfasts

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes and workshops on reading and mathematics strategies.

### **The Parent/Guardian Agrees**

To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.

To participate in or request technical assistant training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 2nd grade students; and listen to grade 2 through 3 students read for 15- 45 minutes per day.

To monitor his/her child's/children's:

- Attendance at school
- Punctuality
- Homework
- Television watching and bedtime

To share the responsibility for improved student achievement.

To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

To encourage parents to volunteer in their child's school and participate in cultural celebrations and assemblies.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
**The School Leadership Team will conduct an annual needs assessment and use this data to develop school goals and action plans for the CEP. These goals and their implementation will be monitored at School Leadership meetings throughout the school year by assessing our Interim measures of progress. As a part of our school-wide system of continuous improvement student progress will be monitored and instructional strategies will be modified accordingly.**
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

**See Section VI Action Plans and Appendix 1**
  
3. Instruction by highly qualified staff.  
**All teachers hired will be Highly Qualified. For those teachers who are not highly qualified we will make efforts to offer them tuition reimbursements. Teachers are assigned according to area of license.**

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.  
***We provide professional development opportunities and support for teachers by the Literacy and Math coaches, the LSO, SETRC and DOE workshops. Teachers that attend off site workshops will turnkey the training in supporting the growth of our Professional Learning Community.***
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
***All teachers hired will be Highly Qualified. The Principal and/or her designee will attend job fairs and participate in other recruitment efforts of the DOE.***
6. Strategies to increase parental involvement through means such as family literacy services.  
***We provide workshops for parents in Math, ELA, testing, parenting, domestic abuse and sex education.***
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.  
***To assist students transitioning into Kindergarten, we will conduct an orientation for new admits.***
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
***Teachers participate in monthly grade meetings with the administration for the use and analysis of data and using the data to inform instruction. These sources of data include but are not limited to Ticket to Read, Ed Performance, Acuity and the NYS testing program.***
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.  
See Appendix 1 pages 23-24
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.  
***To assist students transitioning into Kindergarten, we will conduct an orientation for new admits.***

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

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

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with

disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> 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 <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **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.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			807,512	x	12-21;23-24
Title I, Part A (ARRA)	Federal	x			194,046	x	12-24
Title II, Part A	Federal	x			147,692	x	12-20
Title III, Part A	Federal	x			15,560	x	21-25;52-62
Title IV	Federal			x			
IDEA	Federal			x			
Tax Levy	Local	x			2,787,634	x	12-20;21-25