



AGNES Y. HUMPHREY SCHOOL FOR LEADERSHIP

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: AGNES Y. HUMPHREY SCHOOL FOR LEADERSHIP
ADDRESS: 27 HUNTINGTON STREET
TELEPHONE: 718-330-9285
FAX: 718-596-4889

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331500010027 **SCHOOL NAME:** Agnes Y. Humphrey School for Leadership

SCHOOL ADDRESS: 27 HUNTINGTON STREET, BROOKLYN, NY, 11231

SCHOOL TELEPHONE: 718-330-9285 **FAX:** 718-596-4889

SCHOOL CONTACT PERSON: WINSTON HAMANN **EMAIL ADDRESS** WHamann@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Bruce DeFrancesco

PRINCIPAL: WINSTON HAMANN

UFT CHAPTER LEADER: Jeremy Burnworth

PARENTS' ASSOCIATION PRESIDENT: Rebecca Rios and Lizzette Font

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** CFN 563 - New Visions for Public Schools

NETWORK LEADER: Alexis Penzell

SUPERINTENDENT: ANITA SKOP

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
Winston Hamann	Principal	Electronic Signature Approved.
Jeremy Burnworth	UFT Chapter Leader	Electronic Signature Approved.
Romelio Pusey	UFT Member	Electronic Signature Approved.
Bruce DeFrancesco	UFT Member	Electronic Signature Approved.
Rebecca Rios	PTA Co-President	Electronic Signature Approved.
Amelia Lopez	DC 37 Representative	Electronic Signature Approved.
Karen Fludd	Parent	Electronic Signature Approved.
Lizzette Font	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Joseph Stewart	Title I Parent Representative	Electronic Signature Approved.
Iris Gomez	Parent	Electronic Signature Approved.

* 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.

Given the closing down of the school in December 2008 and its current re-structuring and two-year phase-out plan, the numbers stated in parts B,C,D and E of this section III have changed dramatically. The school is now in the last year of the phase-out plan and is serving 79 students in grades 5 and 8 during the 2010-2011 school year. However, the poverty level, gender and racial distributions seem to have remained closely the same. Our main focus for this last year is to provide a high-quality and more rigorous education for the children of Red Hook that we are privilege to serve, build on the gains of 2008-09 in addition to the proficiency gains of 2009-2010 in closing the achievement gap in our most needed populations (ELL and Special Ed) despite our decrease in overall performance levels due to the restructuring of the State scale scores.

Our school has been involved with the Expeditionary Learning Schools (ELS) reform model for over 8 years, benefiting from its rich resources and its emphasis on hands-on learning and fieldwork experiences directly connected to the curriculum. Implementation of the program was more successful last year, evidenced by the higher quality of products displayed during our two exhibition days in the year and the high level of active pedagogy observed in the classrooms.

We will continue highlighting the need to outline and map the expeditions and investigations for each grade; implementing a plan to review those expeditions and investigations; articulating common instructional practices and assessing their effectiveness on students' learning; creating structures to assess progress toward school wide goals and review of teachers' progress towards their own professional development goals. Our goal is to continue addressing all of these as we move forward in our path to continue developing a true professional learning community.

We believe in distributed leadership and so the school has two coaches (ELA/ELS and Math) grade leaders in every grade, a guidance counselor and a SAPIS worker with specific roles and responsibilities who come together to provide support for teachers' professional growth and students' academic improvement.

Finally, the school remains loyal to its commitment of not leaving any child behind through the implementation of a school wide inclusion model, the offering of an array of related services and two self-contained classes for students in need of a more restrictive environment.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Agnes Y. Humphrey School for Leadership								
District:		15	DBN #:		15K027	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		15	15	0			88.7/82.2	89.0/ 80.3	TBD	
Kindergarten		47	35	0						
Grade 1		57	33	0	Student Stability - % of Enrollment:					
Grade 2		57	58	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		48	53	0			92	88.49	TBD	
Grade 4		51	47	41						
Grade 5		48	46	39	Poverty Rate - % of Enrollment:					
Grade 6		40	50	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		58	42	38			91.6	91.5	81.5	
Grade 8		54	53	41						
Grade 9		52	34	4	Students in Temporary Housing - Total Number:					
Grade 10		41	54	1	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	17	0			12	16	TBD	
Grade 12		0	0	0						
Ungraded		6	4	2	Recent Immigrants - Total Number:					
Total		574	541	166	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							4	10	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		49	62	28	Principal Suspensions		7	23	TBD	
# in Collaborative Team Teaching (CTT) Classes		114	115	32	Superintendent Suspensions		26	27	TBD	
Number all others		18	13	6						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>				<i>(As of October 31)</i>		2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants		N/A	0	0		
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	60	65	19	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	8	11	11	Number of Teachers	66	77	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	15	17	TBD
				Number of Educational Paraprofessionals	7	10	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	7	TBD	% fully licensed & permanently assigned to this school	100	98.7	TBD
				% more than 2 years teaching in this school	62.1	51.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	39.4	41.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	74	74	TBD
American Indian or Alaska Native	0.2	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.9	78.2	TBD
Black or African American	51	47.7	45.2				
Hispanic or Latino	46	48.2	53				
Asian or Native Hawaiian/Other Pacific Isl.	0.5	0.7	0.6				
White	2.3	3	0.6				
Multi-racial							
Male	49.5	53.4	56				
Female	50.5	46.6	44				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		X		ELA:			

Math:	Y	Math:	
Science:	Y	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Grad. Rate	Progress Target	
	ELA	Math	Science	ELA	Math				
All Students	Ysh	√	√	-	-				
Ethnicity									
American Indian or Alaska Native									
Black or African American	Ysh	√		-	-				
Hispanic or Latino	Ysh	√							
Asian or Native Hawaiian/Other Pacific Islander	-	-							
White	-	-	-						
Multiracial									
Students with Disabilities	X	√		-	-				
Limited English Proficient	Ysh	√	-						
Economically Disadvantaged	Ysh	√		-	-				
Student groups making AYP in each subject	5	6	1	0	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

CEP NEEDS ASSESSMENT

- ELL and Special Ed students closing the achievement gap.
- Parents, faculty and student increased satisfaction with the school as per school survey.
- Embracing of Professional development/teacher collaboration as we move forward towards a more cohesive professional learning community.
- Academic expectation increased in learning environment scores (Survey)
- Communication / Engagement for students increased (Survey)
- Use of differentiated instruction (formal and Informal Observations/walkthrough feedback sheets)
- Data tracking system in ELA (New Visions tool/Running records/Performance Series/Inquiry Team)
- Implementation of learning expeditions is more consistent and aligned with state standards (Grade Team meetings/Grade Leader meetings/Cabinet meetings/Exhibition Days)
- Expeditionary Learning has become a school-wide practice (Grade Leader and Cabinet meetings/coaching logs)
- Good use of External Partnerships to enhance instruction and student support (AUSSIEs/Community Word/GSS)

2. What are the most significant aids or barriers to the school's continuous improvement?

Aids

- School commitment to serving special needs students.

- Fairly generous budget
- Strong faculty commitment to professional development.
- Distributed leadership system throughout the school.
- Trustworthy leadership team.
- Progress in the inquiry team school wide approach.
- Staff-student ratio allows for more individualized learning.
- Improved data analysis to support student learning.
- Curriculum development has been closely aligned to state standards.
- Faculty openness to the Common Core State Standards.

Barriers

- Low parent involvement, many family life situations impacting students.
- Inquiry team needs to broaden its focus to all subject areas, particularly math.
- Teaching and learning needs to become more rigorous and with higher performance expectations despite students' disabilities.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> 1. Improve academic performance in ELA in all grades (5 and 8.) By June 2011: 90% Students with disabilities (SWD) with modified promotional criteria IEP will meet their IEP ELA goals as evidenced by NYS ELA results, Acuity, Fountas and Pinnell levels and AUSSIE writing baseline assessment. 20% General Education students in Grades 5 and 8 will demonstrate grade level achievement in ELA as measured by NYS ELA results, Acuity, Fountas and Pinnell levels and AUSSIE writing baseline assessment. 80% General Education students in Grades 5 and 8 will demonstrate one year growth or more as measured by NYS ELA, Acuity, Fountas and Pinnell levels and AUSSIE writing baseline assessment.	<input type="checkbox"/> Goal 1. The school will show academic progress in students in grades 5 and 8 as they demonstrate one year's growth and will demonstrate improvement in grade level performance on the NYS ELA assessment in Spring 2011
<input type="checkbox"/> in MATH in all grades (5 and 8.) By June 2011: 90% students with disabilities (SWD) with a modified promotional criteria on their IEPs will meet their IEP Math goals as measured by standardized testing and/or acuity	<input type="checkbox"/> Goal 2. The school will show progress in students in grades 5 and 8 as they demonstrate one year's growth and will demonstrate improvement in grade level performance on the NYS Math assessment in Spring 2011.

<p>assessment levels.</p> <ul style="list-style-type: none"> · 25% General Education students in Grades 5 and 8 will demonstrate grade level achievement in Math as measured by NYS Math results and/or acuity assessment levels · 80% General Education students in Grades 5 and 8 will demonstrate one year growth as measured by NYS Math and/or acuity assessments. 	
<p><input type="checkbox"/> 3. Comprehensive Implementation of “Expeditionary Learning Schools (ELS)” Reform Model.</p> <p>By June 2011:</p> <ul style="list-style-type: none"> · 100% of teachers will use project-based Learning Expeditions to implement their curriculums. · 90% of teachers will use active pedagogy as best teaching practices. · 90% of teachers and students will build and sustain a strong school culture based on the ELS “culture and character” core practices and benchmarks. 	<p><input type="checkbox"/> Goal 3.</p> <p>Expeditionary Learning Schools (ELS) is a school reform model with the purpose of increasing student engagement and performance in learning, and providing teachers with an organizational framework for curriculum and instruction.</p>
<p><input type="checkbox"/></p> <p>4. Broaden the inquiry approach from inquiry teams to include full spectrum of the professional faculty.</p> <p>By June 2011:</p> <p>Teacher data will be juxtaposed with student performance data to measure the impact of this initiative on improved student learning.</p> <ul style="list-style-type: none"> • Broaden the focus from reading to all content areas. • Replicate the inquiry method to review all aspects of school life including school tone, social/emotional development and problem solving. 	<p><input type="checkbox"/></p> <p>Goal 4.</p> <p>Inquiry work will be extended to the grade level teams and will be guided by the Principal working in conjunction with the Grade Leaders (grade-level coordinators), the team chair, data specialist, ELA/Math coaches and consultants.</p>
<p><input type="checkbox"/></p> <p>5. Develop 1:1 or 1:2 coaching system designed to support the individual setting of professional goals and</p>	<p><input type="checkbox"/> Goal 5.</p> <p>Every teacher in the school will develop an individual professional development plan that includes well-formulated goals which involve</p>

<p>student outcome goals for all teachers. By 2011, All teachers will have set well-formulated professional development goals related to a teaching practice or learning issue.</p> <p>All teachers will have regularly documented in a portfolio the activities they have undertaken to accomplish their goals.</p> <p>Teacher development will be assessed by formal and informal conversations with Principal and Coaches and by their responses on the 2011 School Survey.</p> <p>Teachers will have individually determined professional goals:</p> <ul style="list-style-type: none"> “ 90% of those with professional goals will rate their coaching cycle as effective in goal achievement. “ 100% will be linked to student outcomes. “ 85% of teachers will show professional growth linked to coaching on formal and informal observations. <p><input type="checkbox"/></p>	<p>inquiry work related to a specific practice and a portfolio system for documenting activities related to the goals throughout the year.</p>
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SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>1. Improve academic performance in ELA in all grades (5 and 8.)</p> <p>By June 2011:</p> <p style="padding-left: 40px;">90% Students with disabilities (SWD) with modified promotional criteria IEP will meet their IEP ELA goals as evidenced by NYS ELA results, Acuity, Fountas and Pinnell levels and AUSSIE writing baseline assessment.</p> <p style="padding-left: 40px;">20% General Education students in Grades 5 and 8 will demonstrate grade level achievement in ELA as measured by NYS ELA results, Acuity, Fountas and Pinnell levels and AUSSIE writing baseline assessment.</p> <p style="padding-left: 40px;">80% General Education students in Grades 5 and 8 will demonstrate one year growth or more as measured by NYS ELA, Acuity, Fountas and Pinnell levels and AUSSIE writing baseline assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> <input type="checkbox"/> Goal 1:</p> <p style="padding-left: 40px;">Provide regular PD (Data Specialist, Coaches, and AUSSIE Consultants) in analyzing literacy data and follow up / implementation of new/improved instructional practices.</p> <p style="padding-left: 40px;">Provide regular professional development for newly expanded AIS program by AIS Coordinator and Aussie Consultants.</p> <p style="padding-left: 40px;">Implement refined grade level rubrics for writing (personal narratives, informational reports, and persuasive writing) across the subject areas.</p>

	<p>Identify and implement programs to support literacy teaching strategies. Review ELA related IEP goals to ensure that Fountas and Pinnell targets and writing targets are identified. Implement use of technology to support academic progress. Regular monitoring of differentiation practices.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> Goal 1: Title I 10% PD, TL and Title I Children First. Staffing: Data Specialist, ELS and Math Coaches, ACHIEVE 3000 Staff Developer and AUSSIE Consultant. Schedule: September 2010 - June 2011</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Goal 1:</p> <ul style="list-style-type: none"> .. Principal, coaches and consultants logs and feedback sheets. .. Review of reading and writing levels (F and P and New Visions Data Tracking Tool/Datacation) .. Review of student work. .. Review of teachers plans and data binders. .. Review of teacher-made assessments. .. School review information from AUSSIEs. .. End of unit/investigation review of students' published writing work. .. Data review—review of ELA NYS and Acuity results, and follow up / implementation of new/improved instructional practices. .. Formal and informal observations by Principal.

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> in MATH in all grades (5 and 8.) By June 2011:</p> <ul style="list-style-type: none"> · 90% students with disabilities (SWD) with a modified promotional criteria on their IEPs will meet their IEP Math goals as measured by standardized testing and/or acuity assessment levels. · 25% General Education students in Grades 5 and 8 will demonstrate grade level achievement in Math as measured by NYS Math results and/or acuity assessment levels · 80% General Education students in Grades 5 and 8 will demonstrate one year growth as measured by NYS Math and/or acuity assessments.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Goal 2:</p> <p>Provide regular PD in analyzing Math data. Provide regular professional development for newly implemented Math supplementary program by Math Coach and Math Aussie Consultant. Provide regular professional development for newly expanded AIS program by AIS Coordinator, Math Coach and Aussie Consultant. Provide Professional Development to support teacher knowledge in differentiation in mathematics teaching by Math Coach and AUSSIE Consultant. Continue to provide academic support (guided Math groups) for struggling students. Explore use of technology to support academic progress.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Goal 2:</p> <p>Title I 10% PD, TL and Title I Children First. Staffing: Data Specialist, Math Coach, and Math AUSSIE Consultant. Schedule: September 2010 - June 2011</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Goal 2: <ul style="list-style-type: none"> .. Principal, coaches and consultants' logs and feedback sheets .. Review of math levels (New Visions Data Tracking Tool/Datacation) .. Review of student work .. Review of teachers plans and data binders .. School review info from AUSSIEs .. Data review—review of Math NYS testing results .. Formal and informal observations by Principal

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 3. Comprehensive Implementation of “Expeditionary Learning Schools (ELS)” Reform Model. By June 2011: <ul style="list-style-type: none"> .. 100% of teachers will use project-based Learning Expeditions to implement their curriculums. .. 90% of teachers will use active pedagogy as best teaching practices. .. 90% of teachers and students will build and sustain a strong school culture based on the ELS “culture and character” core practices and benchmarks.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Goal 3:</p> <ul style="list-style-type: none"> .. Weekly walkthroughs based on the five ELS core practices .. Formal and Informal classroom observations .. Regular monitoring of conversations and protocols using ELS language during Grade Team Meetings, Grade Leader Meetings, Curriculum Planning Meetings, AIS and Instructional Cabinet Meetings and Student Talk Mtgs. .. Use of Extended Time for small group/CREW activities.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Goal 3:</p> <p>Title I 10% PD, TL and Title I (ARRA). Staffing: Coaches, AUSSIE, ELS and Community Word consultants, Teachers and Guidance Personnel. Schedule: September 2010 - June 2011</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Goal 3:</p> <ul style="list-style-type: none"> .. Notes and/or logs reflecting findings and planned follow-up based on observations during weekly walkthroughs focused on the five ELOB core practices .. Formal and Informal classroom observations. Reduction of behavior incidents/suspension rates as demonstrated by a significant decrease in the number of incident reports and student suspensions. .. Improvement of academic performance in all sub-groups in the school as measured by the above assessments and/or completion of IEP goals.

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>4. Broaden the inquiry approach from inquiry teams to include full spectrum of the professional faculty.</p> <p>By June 2011:</p> <p>Teacher data will be juxtaposed with student performance data to measure the impact of this initiative on improved student learning.</p> <ul style="list-style-type: none">• Broaden the focus from reading to all content areas.• Replicate the inquiry method to review all aspects of school life including school tone, social/emotional development and problem solving.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Goal 4:</p> <ul style="list-style-type: none">.. Utilize the weekly 'Grade Leaders Meeting' structure to include bi-weekly inquiry team based discussions... Revised initiative through New Visions Retreat in November 2010... Broaden the focus from reading to all content areas... Replicate the inquiry method to review all aspects of school life including school tone, social/emotional development and problem solving... Inquiry team strategies will be discussed in grade level meetings by Principal, Grade Leaders and Coaches.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Goal 4: Title I and Inquiry Team Funds. Staffing: Data Specialist, Coaches, Grade Leaders and AUSSIE Consultants. Schedule: September 2010 - June 2011</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Goal 4:</p> <ul style="list-style-type: none"> .. Inquiry Team and Grade Level meeting notes and logs. .. Evidence of inquiry approach in all aspects of school life (ie. grade team meetings, curriculum planning meetings, leadership team meetings, etc.) through observations and meeting minutes. .. Evidence of identified strategies used throughout the school as evidenced/demonstrated in curriculum planning, instructional team meetings, grade teams, teacher plans and professional discourse.

Subject Area (where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 5. Develop 1:1 or 1:2 coaching system designed to support the individual setting of professional goals and student outcome goals for all teachers. By 2011, All teachers will have set well-formulated professional development goals related to a teaching practice or learning issue. All teachers will have regularly documented in a portfolio the activities they have undertaken to accomplish their goals. Teacher development will be assessed by formal and informal conversations with Principal and Coaches and by their responses on the 2011 School Survey. Teachers will have individually determined professional goals:</p>
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	<ul style="list-style-type: none"> .. 90% of those with professional goals will rate their coaching cycle as effective in goal achievement. .. 100% will be linked to student outcomes. .. 85% of teachers will show professional growth linked to coaching on formal and informal observations. <input type="checkbox"/>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<input type="checkbox"/> <p>Goal 5:</p> <ul style="list-style-type: none"> .. Fall rollout of coaching cycle and matching of coach to teacher. .. Bi-weekly instructional team cabinet meetings for ongoing review, support and reflection on the coaching structure and its effectiveness. .. Spring coaching cycle improvements based on teacher/coach feedback. .. Mid year needs/progress review. .. End of year survey.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <p>Goal 5:</p> <p>Budget: Title I and Tax Levy. Staffing: Data Specialist, Coaches, Teachers and Consultants. Schedule: September 2010 - June 2011</p>

Indicators of Interim Progress and/or Accomplishment

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



Goal 5:

- .. Goal setting templates as submitted
- .. Coaching feedback forms
- .. Informal observations
- .. Formal observations
- Intervisitations and walkthrough feedback sheets
- .. Surveys
- .. Data review

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

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

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Non-fiction and Informational Reading Comprehension – Grades 5 and 8 Students receive instruction and practice of nonfiction and informational reading comprehension strategies in a small group guided reading format. Comprehension strategies taught, as well as the reading materials used, mirror the classroom curriculum, and regular reading goals are established in collaboration with classroom teachers. This service is provided to all students. Students are identified according to Fountas and Pinnell independent reading levels within the level 2 proficiency range using F and P reading assessment. Students receive services in a small, homogenous group of three to five children in daily guided reading groups. In both grades students are seen either as a push-in or pull-out model. Students’ reading goals are established in collaboration with classroom teachers. Instruction focuses on comprehension and reading strategies, as well as word work skills and vocabulary being taught in the classroom.</p> <p>Inquiry Team – Grades 5 and 8 Teachers, coaches and Principal meet on bi-weekly basis to identify specific strategies to support the schoolwide teaching of reading and writing. Staff members collaborate to identify the specific needs of each student and possible in-class interventions that will be used to support students’ learning, and then analyze data and reflect on students’ progress over time to determine further appropriate intervention supports.</p> <p>AIS for Grades 5 and 8 Students chosen for AIS receive reading comprehension instruction and critical thinking instruction using non fiction and informational texts. The students have been leveled using the Fountas and Pinnell system. For the most part, we identified those students who did not make a year’s worth of progress based on their state ELA exams in 2010. The 8th grade also participates in a double-block period, where the second part of the block is devoted to academic intervention. The Achieve 3000 program is used across the grades to provide students with individualized on-line literacy instruction.</p> <p>SAL program – Selected students from Grades 5 and 8 will participate in an intervention program called SAL (Struggling Adolescent Learners.) This is a one-on-one program designed</p>

	to ramp up the reading levels of students who are reading two or more levels below their grade. We have two teachers, one in 5th and one in 8th, who are in their second year of SAL and are implementing what they have learned with small groups.
Mathematics:	<input type="checkbox"/> Math Academic Support Grades 5 and 8. Based upon math assessment data, small groups work with a math specialist to improve student performance in specific math areas. Students work with Digita Tabular in grade 8 to reinforce math skills taught in the classroom.
Science:	<input type="checkbox"/> Science enrichment is provided to enhance the 5th grade investigation units centered around "Hispaniola" and the "Living Planet."
Social Studies:	<input type="checkbox"/> Social Studies is the core of the curriculum, therefore, students who receive academic intervention in ELA, use non-fiction and informational texts based on the social studies content, which reinforces the social studies concepts taught in the classroom.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Guidance Counselor and SAPIS worker provide at-risk counseling in both grades to address students' socio-emotional needs to facilitate positive classroom functioning and increased academic performance.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> n/a
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Social worker provides at-risk counseling in grades 5 and 8 to address students' socio-emotional needs to facilitate positive classroom functioning and increased academic performance.
At-risk Health-related Services:	<input type="checkbox"/> n/a

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

5 and 8

Number of Students to be Served:

LEP 14

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Leap Frog Read It-All series will be used as a supplement to help achieve this goal.

The program will run three times a week for a total of 7.5 hours per week. Out of the three days, two days services will be provided by the ESL teachers and one day in collaboration with the general ed. teachers. In addition to this afterschool program we will be offering services during the winter and spring breaks. The language of instruction will be English. The teacher and students will use native language or bilingual dictionaries as necessary to help clarify and aid comprehension.

The service provider will be a licensed ESL teacher who will use ESL methodologies in combinations with ELA strategies learned at the different workshops provided by the Aussie consultants and the NYSABE and TESOL conferences.

We are also offering a series of parent workshops for the parents of ESL students. See topics and dates below.

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.

Monthly on site staff professional development throughout the year is another opportunity for the ESL and other classroom teachers to receive training in balanced literacy, classroom community and culture, and techniques for differentiation. The ESL teacher is encouraged to attend the yearly NYSABE and TESOL conferences which take place during the spring. This training will provide teachers with knowledge of best practices that will allow them to meet the needs of all the students both in the after school program and in the regular classroom.

Section III. Title III Budget

School: **Agnes Y Humphrey School For Leadership - PS/MS 27**
 BEDS Code: **331500010027**

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

Professional salaries (schools must account for fringe benefits) - Per session - Per diem	4,989	<input type="checkbox"/> 100 hours of per session for ESL and General Ed. Teachers to support ELL students. 100 hours x \$49.89 = \$4,989 (includes 18 hours for winter and spring breaks) <input type="checkbox"/>
Purchased services - High quality staff and curriculum development contracts	1000	<input type="checkbox"/> Professional development on multimodality and interdisciplinary ESL teaching strategies. NYSABE conference and AUSSIE PD: "Diverse Strategies for Diverse learners". Dates and exact costs to be determined.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	2000	<input type="checkbox"/> Actual materials and costs to be determined in the fall 2010. General supplies (paper, pencils, chart paper) refreshments and materials (booklets) for Parent Workshops. We expect approximately 10 parents to attend. October 2010: Stress Management, Communication Strategies and Conflict Resolution. November 2010: Supporting Children Behavior Takes Center Stage Dec 2010: Health Fair January 2011: Using ARIS: Learning About Your Childs Academic History and how you can help. March 2011: Teachers and Parent Conferences: Questions to Ask May 2011: Keeping Your Child Academically Active Through the Summer Vacation
Educational Software (Object Code 199)	0	N/A

Travel	0	N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	3000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The other than English Language our parents speak is Spanish. The data used to compile this information comes from our daily contact with our parents, the information provided by parents in the home language survey at the time of new registrations and the demographical data contained in the DOE School Report Card.

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.

Given the information collected from the sources above, it was clearly determined that Spanish is the language we must provide written translation and oral interpretation for our parents.

Part B: Strategies and Activities

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

School will provide written translation services in Spanish. The written translation services will be provided by the Principal, ESL teacher and the Parent Coordinator.

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.

- School will provide oral interpretation services in Spanish. These services will be provided by the Parent Coordinator, one School Aide, two bilingual paraprofessionals and the ESL teacher.

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>.

- School will make parents aware of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing an informational workshop about it, having copies of the regulation available to parents upon request and uploading the regulation on the school's website.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	139,382	12,839	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,393		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6,969	*	
4. Enter the anticipated 10% set-aside for Professional Development:	13,938	*	

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

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

n/a

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

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

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

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

See attachment in "school documents"

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.

See attachment in "school documents"

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.



Data is regularly examined for patterns of academic strengths and weaknesses that may have implications for curricula and pedagogy, as well as discrepancies in student performance on standardized and non-standardized assessments. It is also used to identify individual students in need of academic intervention. Academic support staff meets at the end of a trimester to analyze the effectiveness of supports that each student has been receiving and modify students' support services accordingly.

The binders contain both formative and summative assessments. Teachers also use Achieve 3000, an on-line literacy assessment to determine ongoing progress and identify areas of weakness. The program is individualized for more accurate assessment. Teachers use the team teaching model to facilitate guided reading groups. Teachers use information gathered from running records, informal assessments, acuity, state tests and customized tests to target academic needs and design interventions. The school's curriculum is written in alignment with the state standards. Modifications are made for students with IEPs.

2. Schoolwide reform strategies that:

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



School-wide databases are maintained in order to identify students who are academically at-risk or who have not met State academic standards in the past. Data is used to identify and modify support services that will be most beneficial to individual students according to specific needs.

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.



In order to increase the quality of learning time, we begin academic intervention in mid-August with an early start program. Students are assessed early in the year so that intervention can be immediately implemented. During the school year, students attend project read and project math, an afterschool academic program. During winter and spring recess, students are invited to attend morning sessions aimed providing specific strategies to support areas of weakness in ELA and Math and test taking strategies.

The school provides extended day services for all students in the building. The after school program is run by Good Shepherd Services and provides academic and recreational activities for its participants.

o Help provide an enriched and accelerated curriculum.

The integrated co-teaching model used in most of the school's classes creates a ratio of 12:1 or less. With this model, students are easily grouped to create opportunities for both enrichment and remedial support.

In grade 8 students are provided with an enrichment period that focuses on small group instruction preparing students for the June regents in Math and Science.

- o Meet the educational needs of historically underserved populations.

The school has a data inquiry team. The inquiry team looks at performance data and student work to highlight needed teaching strategies that must be implemented in order to improve academic performance through more rigorous teaching practices. The assessments and interventions suggested by this team is turn keyed to whole class settings as appropriate. Students are also exposed to outside field experiences that support their learning in the classroom as well as expose them to resources that would otherwise be limited.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Students with mandated counseling receive services as required in their IEP. Counselor also performs crises intervention services as the need arises.

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

- n/a

3. Instruction by highly qualified staff.

Only fully certified teachers are hired. Professional development and school expectations for all teachers are at a high level of expectation. Teachers with long-standing commitments to the community are sought in order to develop a strong core faculty.

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.

On-site professional development is provided to teachers by Australian United States Services in Education (AUSSIE) consultants. These consultants work with classroom and AIS teachers to develop consistency of research-based teaching practices across classrooms, reflect on student work and progress to plan and differentiate instruction, and coordinate the literacy curriculum with ELS investigations.

Coaching partnerships are used to help individual teachers identify professional goals. Coaches provide teachers with contextualized modeling of, and feedback on teaching practices that have been identified in professional goals. Coaching is ongoing throughout the year to provide teaching staff with regular support in reaching professional goals.

All teachers in the school have a coach. Workshops are offered to all staff throughout the school year and summer. We have several professional development opportunities with Expeditionary Learning Schools, the AUSSIEs and through the Department of Education. Common practices have been developed and rolled out to the faculty to provide consistency in instruction across the grades and within disciplines.

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

We offer and encourage significant opportunities for professional development. In addition, teachers are encouraged and expected to take on leadership roles within the school, i.e.: to serve as grade team leaders. In addition we use the Fellows and Teach for America Programs and consult with other schools and recruitment programs as indicated.

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

The parent coordinator does outreach to the community and has given both literacy, informational and recreational workshops to parents and caregivers. Monthly parent workshops will continue and are already scheduled.

Parents are always invited to our two school wide Exhibition Days that are planned every year.

Teachers will continue to host monthly writing celebrations. Dates will be included in the parent newsletter.

Parents will be provided with translation services at all times.

We will continue to strengthen the parent coordinator role in assessing parents' needs in this area.

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.

n/a

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 will use school wide rubrics as well as those rubrics created with students' input, organized by the coaches and consultants when teaching personal narratives and informational text. The rubrics were developed by classroom teachers and our former literacy leadership team members. Continue using running records, portfolios, tests, informal observations and conferences. Continue to hold weekly grade team meetings where teachers review data, plan curriculum and plan the use of assessment tools.

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.

School-wide reading assessment deadlines are implemented to ensure student progress is regularly tracked and documented in the database, allowing for timely identification of students who are not meeting or exceeding academic achievement standards. Rigby Benchmark Assessment, F and P Assessment, Acuity, and components of the Achieve 3000 are used to determine individual students' areas of strength and weakness, and which type of academic intervention would be most beneficial. Baseline reading levels are collected in September to identify at-risk students in need of academic support for the first trimester. Students are reassessed in December and February, with academic intervention services modified according to needs indicated by new assessments. Final assessments are completed in June to document individual students' yearly progress. Similar assessment procedures will be implemented in other content areas.

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.

Continue to have the services of a SAPIS worker.

Continue to provide counseling services and advocacy services through Good Shepherd Services.

Continue the mediation program.

Continue to implement school and district attendance plan.

Coordinate health services with DOE, Dept. of Health services and local health agencies including local clinics.

Continue to implement curriculum instructional programs including Health and HIV/AIDS.

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

Explanation/Background:

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

students.

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

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

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

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

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

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

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

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

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

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

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

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

Restructuring (Advanced)

NCLB / SED STATUS: - Focused **SURR PHASE / GROUP (IF APPLICABLE):**

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Given the State restructuring of the scale score ranges associated with each performance level this past spring, our students did not perform well in both ELA and Math. However, as the NYC Progress Report was released last month, it showed that our most needed students (ELL and Special Ed) did show marked progress in both closing the achievement gap and in the median growth percentile for the lowest third.

As per the school survey our school also showed significant progress in every single area from every single group (parents/teachers/students).

Overall however, school did not make AYP in ELA

School restructuring Year 3 due to ELA

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.

The school is inclusionary and follows an ICT model, except for two self-contained classes. A school wide focus on teaching comprehension and differentiated instruction; small class sizes; using Achieve 3000, an on-line literacy based program, to individualize reading instruction for all students. Students will also receive support through the Struggling Adolescent Learners literacy program in addition to an expanded AIS program and the afterschool “project read” and “project math” programs plus SES services.

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.

“Struggling Adolescent Learners” program to support teachers with students struggling with literacy skills.

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

Given our last phase-out year the school has no new teachers and therefore no mentoring program as per the doe guidelines. However, all of our current teachers do have a coach assigned to them and receive professional development to enhance their teaching abilities.

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.

School will notify parents about the school’s identification for school improvement in writing and through a parent meeting to discuss the school’s efforts and initiatives to improve the academic rigor and the academic performance of its students. Every notification on this regard will be translated in Spanish, the other-than-English language our parents speak.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
None
2. Please describe the services you are planning to provide to the STH population. At this time we don't have any students in temporary housing, but we are ready to serve them as needed by assessing their current situation with our social worker or guidance counselor, making a possible referral to our community based organization, Good Shepherd Services, providing extra academic support as needed and making our school a welcoming environment with the assistance of our parent coordinator.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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

N/A

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Agnes Y. Humphrey School for Leadership					
District:	15	DBN:	15K027	School		331500010027

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	15	0	0		88.7/82.2	89.0/	88.6
Kindergarten	35	0	0				
Grade 1	33	0	0	Student Stability - % of Enrollment:			
Grade 2	58	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	53	0	0		92.0	88.5	89.6
Grade 4	47	41	0				
Grade 5	46	39	38	Poverty Rate - % of Enrollment:			
Grade 6	50	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	42	38	0		91.6	81.5	85.6
Grade 8	53	41	37				
Grade 9	34	4	2	Students in Temporary Housing - Total Number:			
Grade 10	54	1	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	17	0	0		12	16	5
Grade 12	0	0	0				
Ungraded	4	2	0	Recent Immigrants - Total Number:			
Total	541	166	77	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	10	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	62	28	16	Principal Suspensions	7	23	10
# in Collaborative Team Teaching (CTT) Classes	115	32	16	Superintendent Suspensions	26	27	7
Number all others	13	6	6				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	66	77	29
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	17	8
# receiving ESL services only	65	19	TBD				
# ELLs with IEPs	11	11	TBD	Number of Educational Paraprofessionals	7	10	9

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	7	12	% fully licensed & permanently assigned to this school	100.0	98.7	96.2
				% more than 2 years teaching in this school	62.1	51.9	55.2
				% more than 5 years teaching anywhere	39.4	41.6	65.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	74.0	72.4
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	91.9	78.2	82.7
Black or African American	47.7	45.2	54.5				
Hispanic or Latino	48.2	53.0	44.2				
Asian or Native Hawaiian/Other Pacific	0.7	0.6	0.0				
White	3.0	0.6	1.3				
Male	53.4	56.0	63.6				
Female	46.6	44.0	36.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native						
Black or African American	vsh	v		-	-	
Hispanic or Latino	vsh	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	-	-	-			
Multiracial						
Students with Disabilities	X	v		-	-	
Limited English Proficient	vsh	v	-			
Economically Disadvantaged	vsh	v		-	-	
Student groups making	5	6	1	0	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN563 - New Visions	District 15	School Number 027	School Name Agnes Y. Humphrey
Principal Winston Hamann		Assistant Principal None	
Coach Jeremy Burnworth		Coach type here	
Teacher/Subject Area Roger Pusey/ESL		Guidance Counselor Terrence Williams	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Eduardo Martinez	
Related Service Provider type here		Other type here	
Network Leader Janet Price		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	78	Total Number of ELLs	8	ELLs as Share of Total Student Population (%)	10.26%
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Part II: ELL Identification Process

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

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

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

Paste response to questions 1-6 here

PS/MS 27 is a school in its final phase-out year. We currently serve a population of 78 students, 8 of which are English Language Learners. At PS/MS 27 English language learners are identified in accordance with the New York State LEP identification process. Upon enrollment, the ESL teacher or another licensed pedagogue administer the Home Language questionnaire to determine if the student's home language is English. If the student's home language is not English an informal interview is conducted in the home language and English. If it is determined that the student speaks a language other than English and that he/she speaks little or no English, the ESL teacher will assess him with the LAB-R. If the student scores at the proficient level on the LAB-R test he/she will enter the general education program. Otherwise he/she will be placed in a program for limited English proficient students.

All our English Language learners are evaluated every year with the NYSESLAT. After we select dates for administration that falls within the State testing period, we send a letter to parents to notify them of the test. The ESL teacher administers the Listening, Reading, and Writing areas of the test to groups of students in three sessions according to their grade span. Students are given as much time as needed to complete the test as long as they are actively involved. We follow all rules regarding testing accommodations and test security as prescribed by the appropriate testing memorandums

A number of structures are in place in order to ensure that the parents of ESL students at our school understand all of the program choices, options, and rights they are entitled to. Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation and telephone) to an ESL parent orientation session. These sessions are held in our school on an ongoing basis and scheduled at a time that enables at least one parent/guardian of each new student to attend. At the parent orientation session, informational materials are provided and the information video is viewed by the parents in the language of their choice. In addition, the ESL teacher (with the assistance of a bilingual staff member if necessary) offers additional counsel to parents in their native language in order to clarify the information and to ensure that parents understand their transfer right. Also, the ESL teacher or our bilingual parent coordinator conducts any necessary follow-up to ensure program selection and other forms are returned.

An examination of the parent choice surveys from the past three years show that four of five parents who have children eligible for ESL services chooses to have their children in a freestanding ESL program. One parent chose to have their child in a bilingual program, but later decided to reject the transfer offer and keep their child in our freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown													
K	1	2	3	4	5	6	7	8	9	10	11	12	Tot

															#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)															0
Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained															0
Push-In						4			4						8
Total	0	0	0	0	0	4	0	0	4	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	3		1	3		1	2		1		8
Total	3	0	1	3	0	1	2	0	1		8

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

C. Home Language Breakdown and ELL Programs

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

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

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

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

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						4			4					8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	4	0	0	4	0	0	0	0	8

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.

Our ESL student population is served by one full time ESL teacher using a combine push-in and pull-out model to ensure maximum efficiency and to comply with the mandated service minutes required for each language proficiency level. As specified under CR Part 154, all our beginning and intermediate level English language learners receive 360 minutes of ESL instruction per week. Our advance students receive the prescribe 180 minutes per week. Students are permitted to use their native language with the teacher, para-professionals and/or peers to express understanding and ask for clarification. In most cases bilingual "buddy" students are assigned to newcomer ELLs to help with translation of directions and expectations in the mainstream classroom.

We are aware that any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development; therefore we strive to provide instruction in such a way that addresses the needs of each ELL subgroup.

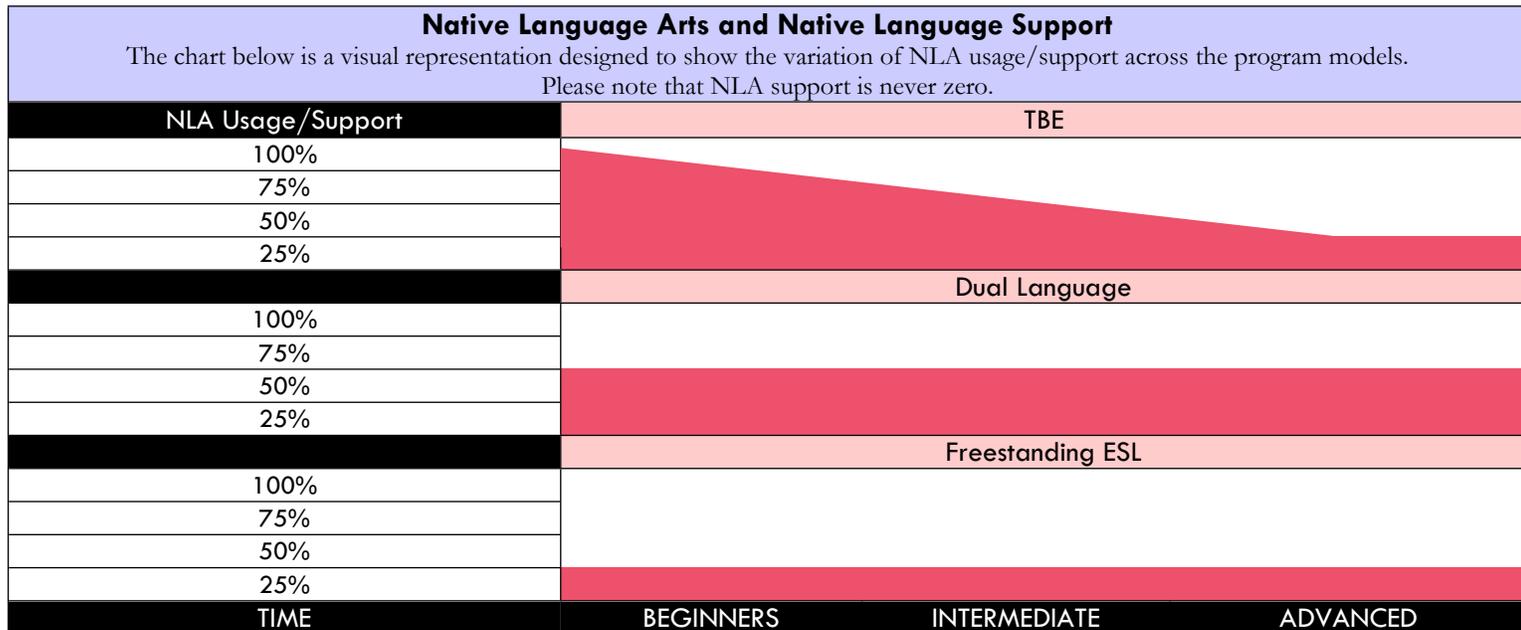
Newcomer students at our school are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the reading and writing workshops in their classrooms as well as further more specialized instruction from their ESL teacher. The ESL and classroom teachers work together to make content area and language instruction accessible to students by employing sheltered English and a wide range of scaffolding techniques. In addition to these supports newcomers also receive extra attention through after school programs, access to literacy technology (including Leap Frog, Achieve 3000, books on tape, etc) and additional academic intervention if needed.

At PS/MS 27, long term ELLs as well as those receiving service for 4 to 6 years, are served under the belief that each student progress at his/her own rate through the language acquisition process. We use a Response to Intervention (RTI) approach to provide high quality intervention that matches each student's needs. Our primary goal with these subgroups is to develop CALP so that they can achieve mastery of reading, writing, listening, and speaking skills for application in the academic content areas.

At our school 50% of ELLs' have Individualized Education Plans (IEP). One of these students is in an inclusion class . The others are in self-contained special education classrooms. This population receives individualized instruction from their classroom teachers, para-professionals (in some cases bilingual), and the ESL staff as prescribed by their IEP.

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

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



B. Programming and Scheduling Information--Continued

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

An analysis of performance data on the New York State tests in ELA, math and science was done to determine the needs of our ELLs' in these areas. This past year, the majority of our ELLs' scored a two on the state ELA and math tests. We especially believe that with additional support in the math content area, all our students will be able to meet standards. Therefore, more support in the language of mathematics, including specifically word problem strategies and math vocabulary will be provided. We provide this support using "Math at Hand and Math on Call" which are programs for developing thinking skills in mathematics through reading and writing. Additional instructional materials used to support our English Language Learners in ELA include the Achieve 3000 webbased program, the LeapTrack Reading Pro by LeapFrog, "Sourcebook" from Houghton Mifflin, and Rigby Great Strides

As ELLs at our school reach proficiency by passing the NYSESLAT they continue to receive extra attention in order to ensure academic success. This extra attention is given through pair tutoring, test preparation and after school programs such as project read and project math. Classroom teachers continue their use of sheltered English to make input comprehensible for these students and design learning activities that connect new content to students' prior knowledge. Teachers use tools such as graphic organizers and other scaffolding techniques learned at our in-house staff development sessions. Our school also offers ELLs an opportunity at hands-on learning experiences through their work with Expeditionary Learning Outward Bound (ELOB), and cooperative learning through both science and the social studies content areas to build all aspects of language proficiency including reading, writing, listening, and speaking. At PS/MS 27, the ELL population is given equal access to all programs. English Language Learners are invited to participate in project read and project math after school programs. They are also invited to participate in supplementary school sessions that take place during the winter and spring breaks.

Native language support is delivered through the use of bilingual dictionaries and by grouping students with a bilingual "buddy". The ESL teacher and paraprofessionals provide support as needed in the student's native language. The services, support and resources we provide our ELLs at PS/MS 27 matches the student age, grade and proficiency levels.

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)?

N/A

D. Professional Development and Support for School Staff

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

In regards to professional development specifically tailored to ESL Teachers, our ESL staff attends Expeditionary Learning and AUSSIE workshops and professional development courses and conferences offered through the office of English Language Learners. Our Monthly on-site staff professional development throughout the year is another opportunity for all teachers to receive training geared toward the specific needs of our ELL population. In addition, the ESL teacher is encouraged to attend the yearly NYSABE and TESOL conferences. The ESL teacher offers support and suggestions to classroom teachers on a needed basis, and turn keys information obtained from professional development and conferences he attend.

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?

The parent involvement activities in our school include the parents of ELL students by including them in the joint development of school-level parent involvement plans. This is done through regularly scheduled School Leadership Team meetings and PTA meetings, monthly Community Value Circles (CVCs), weekly parent workshops and regular meetings and availability of our bilingual (Spanish) Parent Coordinator. The school partners with Good Shepherd Services, our long time CBO and more recently with Community Word Project to provide services to families of ELLs. ELL teacher is also in the process of scheduling parent workshops to share strategies with parents and help assess their needs accordingly.

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)						1			0					1
Intermediate(I)						1			1					2
Advanced (A)						2			3					5
Total	0	0	0	0	0	4	0	0	4	0	0	0	0	8

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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.

English language learners at PS/MS 27 are assess using Fountas and Pinnel, ELL periodic test, teachers running records, students' interviews and observation. All these tools are use to inform our teaching. The data show that the overwhelming majority of ELL have difficulties in the reading/writing modalities. Specifically, our students have problems with critical analysis areas. Not only does this affects their reading, but also has great impact on their ability to write creatively. As a result we target this areas and provide students with lots of opportunity to develop these skills. These ESL teacher works with small groups of students and uses an "I do, we do, you do" approach to help students gain proficiency. While planning his lessons, the ESL teacher integrates both modalities in order to give student ample practice and maximize their learning opportunities. Students have the opportunity to attend after school programs specifically designed for their needs, and can also participate in supplementary enrichment sessions that take place during the winter and spring recess . Fifty percent of our current ELL population have an IEP or are x-coded. We service these students as per their IEP and they are challenged accordinly. The success of our program is evaluated by the progress students make year to year in moving from beginning to advanced and ultimately to exiting the program. However our goal is not just for students to exit the program. Our goal is to provide students with the tools they will need to become succesfull throughout their year in school and beyond.

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: 15K027

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:	\$165,931	\$12,969	\$178,900
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,659	\$129	\$1,788
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,296	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$16,593	*	

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.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

School-wide databases are created and regularly updated to track individual students' academic progress. Currently, the school-wide database tracks student achievement and progress according to Fountas and Pinnell reading levels, writing scores in three different genres taught across school curricula, and ELA proficiency levels according to standardized testing. Data is regularly examined for patterns of academic strengths and weaknesses that may have implications for curricula and pedagogy, as well as discrepancies in student performance on standardized and non-standardized assessments. It is also used to identify individual students in need of academic intervention. Academic support staff meets at the end of a trimester to analyze the effectiveness of supports that each student has been receiving and modify students' support services accordingly.

Teachers with the assistance of ELA Coach use the Fountas and Pinnell leveling system to formally assess the reading levels of all students. The formal assessments are done three times per year. Informal running records and conferencing occurs on a daily basis to monitor progress. Teachers maintain assessment binders for each student they teach. The binders contain both

formative and summative assessments. Teachers also use Achieve 3000, an on-line literacy assessment to determine ongoing progress and identify areas of weakness. The program is individualized for more accurate assessment. Teachers use the team teaching model to facilitate guided reading groups. Teachers use information gathered from running records, informal assessments, acuity, state tests and customized tests to target academic needs and design interventions. The school's curriculum is written in alignment with the state standards. Modifications are made for students with IEPs.

2. Schoolwide reform strategies that:

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

School-wide databases are maintained in order to identify students who are academically at-risk or who have not met State academic standards in the past. Data is used to identify and modify support services that will be most beneficial to individual students according to specific needs.

- 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.

In order to increase the quality of learning time, we begin academic intervention in mid-August with an early start program. Students are assessed early in the year so that intervention can be immediately implemented. During the school year, students attend project read and project math, an afterschool academic program. During winter and spring recess, students are invited to attend morning sessions aimed providing specific strategies to support areas of weakness in ELA and Math and test taking strategies.

The school provides extended day services for all students in the building. The after school program is run by Good Shepherd Services and provides academic and recreational activities for its participants.

- o Help provide an enriched and accelerated curriculum.

The integrated co-teaching model used in most of the school's classes creates a ratio of 12:1 or less. With this model, students are easily grouped to create opportunities for both enrichment and remedial support.

In grade 8 students are provided with an enrichment period that focuses on small group instruction preparing students for the June regents in Math and Science.

- Meet the educational needs of historically underserved populations.

The school has a data inquiry team. The inquiry team looks at performance data and student work to highlight needed teaching strategies that must be implemented in order to improve academic performance through more rigorous teaching practices. The assessments and interventions suggested by this team is turn keyed to whole class settings as appropriate. Students are also exposed to outside field experiences that support their learning in the classroom as well as expose them to resources that would otherwise be limited.

- 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.

Students with mandated counseling receive services as required in their IEP. Counselor also performs crises intervention services as the need arises.

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

N/A

3. Instruction by highly qualified staff.

Only fully certified teachers are hired. Professional development and school expectations for all teachers are at a high level of expectation. Teachers with long-standing commitments to the community are sought in order to develop a strong core faculty.

- ### 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.

On-site professional development is provided to teachers by Australian United States Services in Education (AUSSIE) consultants. These consultants work with classroom and AIS teachers to develop consistency of research-based teaching practices across

classrooms, reflect on student work and progress to plan and differentiate instruction, and coordinate the literacy curriculum with ELS investigations.

Coaching partnerships are used to help individual teachers identify professional goals. Coaches provide teachers with contextualized modeling of, and feedback on teaching practices that have been identified in professional goals. Coaching is ongoing throughout the year to provide teaching staff with regular support in reaching professional goals.

All teachers in the school have either a coach or are mentored. Workshops are offered to all staff throughout the school year and summer. We have several professional development opportunities with Expeditionary Learning Schools, the AUSSIEs and through the Department of Education. Common practices have been developed and rolled out to the faculty to provide consistency in instruction across the grades and within disciplines.

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

We offer and encourage significant opportunities for professional development. In addition, teachers are encouraged and expected to take on leadership roles within the school, i.e.: to serve as grade team leaders. In addition we use the Fellows and Teach for America Programs and consult with other schools and recruitment programs as indicated.

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

The parent coordinator does outreach to the community and has given both literacy, informational and recreational workshops to parents and caregivers. Monthly parent workshops will continue and are already scheduled.

Parents are always invited to our two school-wide Exhibition Days that are planned every year.

Teachers will continue to host monthly writing celebrations. Dates will be included in the parent newsletter.

Parents will be provided with translation services at all times.

We will continue to strengthen the parent coordinator role in assessing parents' needs in this area.

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.

N/A

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 will use student inputted and school wide rubrics, organized by the coaches and consultants when teaching personal narratives and informational text. The rubrics were developed by classroom teachers and our former literacy leadership team members. Continue using running records, portfolios, tests, informal observations, conferences. Continue to hold weekly grade team meetings where teachers review data, plan curriculum and plan the use of assessment tools.

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.

School-wide reading assessment deadlines are implemented to ensure student progress is regularly tracked and documented in the database, allowing for timely identification of students who are not meeting or exceeding academic achievement standards. Rigby Benchmark Assessment, F and P Assessment, Acuity, and components of the Achieve 3000 are used to determine individual students' areas of strength and weakness, and which type of academic intervention would be most beneficial. Baseline reading levels are collected in September to identify at-risk students in need of academic support for the first trimester. Students are reassessed in December and February, with academic intervention services modified according to needs indicated by new assessments. Final assessments are completed in June to document individual students' yearly progress. Similar assessment procedures will be implemented in other content areas.

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.

Continue to have the services of a SAPIS worker.
Continue to provide counseling services and advocacy services through Good Shepherd Services.
Continue the mediation program.
Continue to implement school and district attendance plan.
Coordinate health services with DOE, Dept. of Health services and local health agencies including local clinics.
Continue to implement curriculum instructional programs including Health and HIV/AIDS.

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

Explanation/Background:

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

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	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	✓			\$139,382	✓	18, 19, 20, 21, 35, 36, 49
Title I, Part A (ARRA)	Federal	✓			\$12,839	✓	35, 44
Title II, Part A	Federal			N/A			
Title III, Part A	Federal			N/A			
Title IV	Federal		✓				
IDEA	Federal	✓			\$ 30, 741	✓	24
Tax Levy	Local	✓			\$1,478,097	✓	22, 24, 26, 27, 47

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- **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.