



**RON BROWN ACADEMY M.S. 57**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: RON BROWN ACADEMY/16K057**  
**ADDRESS: 125 STUYVESANT AVENUE, BROOKLYN 11221**  
**TELEPHONE: 718-574-2357**  
**FAX: 718-453-0577**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 57 SCHOOL NAME: RON BROWN ACADEMY

SCHOOL ADDRESS: 125 STUYVESANT AVEUNE, BROOKLYN, NY 11221

SCHOOL TELEPHONE: 718-574-2357 FAX: 718-453-0577

SCHOOL CONTACT PERSON: DEWANA JOHNSON EMAIL ADDRESS: DJOHNSO28@SCHOOLS.NYC.GOV

**POSITION/TITLE** **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: GALIA ESPINAL

PRINCIPAL: CELESTE DOUGLAS

UFT CHAPTER LEADER: JERMAINE LEWIS

PARENTS' ASSOCIATION PRESIDENT: Indirah Mapp-Salmon

STUDENT REPRESENTATIVE:  
(Required for high schools)

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 16 CHILDREN FIRST NETWORK (CFN): 304

NETWORK LEADER: LUCILE LEWIS

SUPERINTENDENT: EVELYN SANTIAGO

**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
Celeste Douglas	*Principal or Designee	
Jermaine Lewis	*UFT Chapter Chairperson or Designee	
Indirah Mapp-Salmon	*PA/PTA President or Designated Co-President	
Loretta Murchinson	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dewana Johnson	Member/ASSITANT PRINCIPAL	
	Member/UFT MEMBER	
Nefatarri Nkenge	Member/PTA Vice-President	
	Member/	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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### **School Mission**

Our mission is that every student at Ron Brown Academy will achieve proficiency or higher in every subject and will develop strong character.

### **School Vision**

Our vision is that Ron Brown Academy will be a professional learning community dedicated to academic excellence. Every child at Ron Brown Academy will be given the skills that will enable them to become critical thinkers, problem solvers and effective communicators. Here at Ron Brown Academy, we believe in the African proverb, "It takes a village to raise a child." We will be that village ensuring that every child will reach their full potential. Our jobs will be to nurture, inspire, educate and protect the students in our care. It is our moral duty to ensure every student is given the opportunity to succeed. Upon leaving Ron Brown Academy, our students will be equipped with the skills to make rational, informed decisions that positively affect their lives and the lives of other people.

The principal is a well respected leader who sets the nurturing tone in the building, has a clear sense of purpose and is accessible to all. The administration works cohesively to support and empower staff in collaborating to raise student achievement. The school uses multiple data sources (NYC Acuity assessments, State Exams, teacher-made assessments, reading levels, ARIS, etc) well to understand school and student performance and progress. Timely interventions (study hall, afterschool program, Saturday academy, etc) enable students in need to make progress. The school supports students effectively to meet its high expectations for learning and behavior. Teachers are enthusiastic, dedicated and plan engaging and differentiated lessons that students enjoy. Parents and students feel the school is a safe place where everyone is known, heard and valued. Clear, well-defined goals drive the school, inform all levels of planning and are continually revisited. Professional development is thorough and ongoing to meet student and teacher needs as well as school priorities. Strong systems and effective partnerships contribute significantly to the development of students' social, emotional and academic skills.

Ron Brown is a small school that abides by the slogan "Excellence without Excuses." It is evident that all staff work together to develop the student holistically. We have made significant strides in raising overall achievement, in math and English language arts especially, since the appointment of the principal in the fall of 2006 with the exception of the 2009-10 school year. This was due the change in cut scores. A wide range of data is used well across the school to understand performance and progress and inform planning at all levels. Teachers receive ongoing professional development to increase their knowledge about the use of data.

There is an excellent team spirit among staff. They set goals collaboratively that are congruent, clear and revisited at periodic intervals. Attendance at student-centered events such as parent-teacher conferences continue to increase yearly. Groups of students are well served through comprehensive processes which identify need and effect timely interventions. Teachers show enthusiasm so lessons are interesting and students make personal connections. Students feel safe and that adults care for them. Rigorous systems that are in place aides in decreasing the number of behavior incidents. There is an overall positive trend throughout the building.

Community based partners and support services are an integral part of the whole student approach which impacts on positive outcomes within the school. Plans and data are interlinked, with flexible response to changing circumstances. The community shares and lives the vision of “Excellence without Excuses.”

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	J.H.S. 057 Whitelaw Reid								
<b>District:</b>	16	<b>DBN:</b>	16K057	<b>School BEDS Code:</b>	331600010057				
DEMOGRAPHICS									
<b>Grades Served:</b>	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded		
	2		6	√	10				
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				87.6	89.4	88.9
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	0	0	0				90.6	90.4	89.5
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	69	68	70	<i>(As of October 31)</i>			2008-09	2009-10	2010-11
Grade 7	83	74	83				77.9	94.3	88.3
Grade 8	97	97	87						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11	0	0	0				8	18	15
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Total	249	239	240	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							1	2	0
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<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	30	28	32	Principal Suspensions			2	0	24
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions			4	18	13
Number all others	18	20	14						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
				CTE Program Participants			0	0	0
				Early College HS Program Participants			0	0	0
<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff - Includes all full-time staff:</b>					
<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			33	27	31
# in Dual Lang. Programs	0	0	TBD						
# receiving ESL services only	12	4	TBD						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	3	TBD	Number of Administrators and Other Professionals	7	6	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	1
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	6	3	19	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	45.5	51.9	61.3
				% more than 5 years teaching anywhere	33.3	48.1	67.7
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)	67.0	78.0	83.9
American Indian or Alaska Native	2.0	0.4	0.0		84.8	67.9	100.0
Black or African American	75.9	79.9	80.0				
Hispanic or Latino	21.3	18.8	19.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.0	0.0				
White	0.0	0.4	0.4				
<b>Male</b>	48.2	49.0	46.3				
<b>Female</b>	51.8	51.0	53.8				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
	√	√	√	√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	C			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	42.4			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	10.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	4.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	26.8						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	1.3						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				U = Underdeveloped			
√ <sup>SH</sup> = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

#### SECTION IV: NEEDS ASSESSMENT

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

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

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

Our school's strengths are:

- As the Instructional Leadership Team we gather multiple forms of data to get a more balanced picture of what our students' strengths and weaknesses are.
- We gather information on individual students, classes and grades.
- Once collected we analyze and disseminate the data to the appropriate staff.
- We consistently gather data throughout the year and use relevant information to guide differentiated instruction.
- Principal's open door policy for students, parents and staff.
- Creating and maintaining a clean, safe and nurturing environment for all stakeholders.
- We work collaboratively to collect and analyze our data.
- Administration supports each staff and team.
- Outreach to outside organizations for community and monetary support.
- Weekly staff professional development that focuses on meeting the needs of the staff to better equip them with the tools necessary to educate the students.
- One on one counseling by members of the SBST.
- Staff, student and parent surveys that are used to design professional development, school wide activities and parent workshops that meet the needs of the school community.
- Using the I-LOG system to update our attendance and inform parents about their child's attendance record.
- Using Engrade to record students' data. This system is accessible to parents, staff and students.
- Scholars of Hope program that focuses on preparing overage middle school students for high school.
- Integrated Algebra class for 8<sup>th</sup> grade students, allowing them to complete the Regents exam prior to going to high school.
- Honor's program for 7<sup>th</sup> and 8<sup>th</sup> grade; anticipated for 6<sup>th</sup> grade in September 2011
- Participation in the district wide Basketball league.

- In collaboration with SASI the students perform Junior Broadway plays.
- In collaboration with 21<sup>st</sup> Century grant students are afforded the opportunity to showcase their many talents and also view plays on Broadway as an incentive.
- Participation with MoCADA-students created their personalized art exhibit which was designed into a keepsake book.
- Enrichment activities for 6<sup>th</sup> grade students programmed into their weekly schedule.
- Advisory groups for the 7<sup>th</sup> and 8<sup>th</sup> grade.
- Parent Coordinator outreach to parents.
- Annual collaboration with New York Cares volunteers to aide in beautification of the school.
- Before and afterschool extracurricular activities that are requested by the students.
- Specific afterschool workshops that to meet the parents' needs.
- A warm, safe and nurturing environment that welcomes students, parents, staff and visitors.
- Weekly 90 minute common planning meetings for ELA and Math departments.
- 45 minute common planning meetings for Social Studies and Science.
- We draw on outside resources such as the CFN to assist with planning and setting goals. We collaborate with Community Based Organizations, and AUSSIE consultants.
- As a team we constantly work together to look at the trends of data and assess our goals through: Common planning, Instructional Leadership Team meetings, Attendance Team, PPT and AIS meetings, Behavior Intervention Team, Grade Teams and Cabinet. Each of these teams works to address the various school goals.

#### Areas for improvement:

- Last year, AIS groups were formed according to students reading levels. This year, we are creating the push-in and pull-out model to work with struggling learners in addition to developing a strong system to keep track of student progress
- To better our practice in differentiated instruction we would like to afford teachers the time to attend additional workshops and allow additional time for teachers to collaborate for peer observations.
- Continue to increase the progress of individual students and performance levels in Math and ELA as measured by the New York State Exam
- Continue to infuse the arts into the fabric of our school community
- We are continuously working to increase parental involvement in our school. We have analyzed the parent survey to assess the needs of our parents. Currently we offer various workshops for parents and would like to continue offering workshops in the various areas: technology, parenting classes, art classes and GED programs.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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1. Increase the percentage of students performing at proficiency on the New York State Math Exam by 10% and decrease the number of level 1 students by 10%. Deepen students' content knowledge and achieve positive gains on the New York State Math Exam by May 2011. This will be measured by identifying the number of students maintaining or achieving proficiency on state examinations.
2. Increase the percentage of students performing at proficiency on the New York State ELA Exam by 10% and decrease the number of level 1 students by 10%. Deepen students' content knowledge and achieve positive gains on the New York State ELA Exam by May 2011. This will be measured by identifying the number of students maintaining or achieving proficiency on state examinations.
3. Use assessment data to inform instructional planning that caters to diverse students need via tiered and differentiated lessons by October 2010 and ongoing through June 2011. This will be measured by written unit and lesson plans, formal and informal observations, classroom walkthroughs and administering student learning style surveys.
4. Increase the use of technology in the classrooms by 20% beginning in September 2010 through June 2011. This will be evidenced through teachers using smart boards, ELMO cameras, and laptops for instructional purposes and the students using the laptops for web based activities and clickers for assessment purposes.
5. Increase parental involvement at school wide activities and initiatives by 10% by October 2010 and ongoing through June 2011. This will be evidenced by the number of parents in attendance at various events (i.e. parent conferences, student celebratory events, parent orientations)
6. Increase attendance by 5% by identifying students with excellent attendance via monthly attendance incentives, grade wide celebrations and participation in extracurricular activities by October 2010 and ongoing through June 2011. This will be measured monthly by analyzing the attendance data and displaying information around the school building.
7. By June 2011 there will be 10% decrease in the number of students who are receiving special education services performing below proficiency as evidenced by their performance on New York State Tests.



		<ul style="list-style-type: none"> <li>Develop opportunities for students to participate in small groups to enhance their speaking and listening skills which are aligned with the New York State Standards.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Sept 10-ongoing
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	21 <sup>st</sup> century grant <ul style="list-style-type: none"> <li>Per session for teachers/administration</li> </ul> Title 1 SWP <ul style="list-style-type: none"> <li>Teacher</li> </ul> Implementation Grant <ul style="list-style-type: none"> <li><b>OPTIONS materials</b></li> </ul> <b>C4E allocations</b> <ul style="list-style-type: none"> <li>Teacher</li> </ul> <b>Tax Levy</b> <ul style="list-style-type: none"> <li>Lead teacher</li> </ul>			
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<b>Progression will be demonstrated through:</b>			
	<ul style="list-style-type: none"> <li>Data gathered from the bi-monthly interim assessments</li> <li>Increased scores on Math Review quizzes</li> <li>Options Assessment using Baseline and post-assessments</li> <li>Proficiency of 80% on in-house post assessment exams at the end of each unit</li> <li>Improvement in comparative item analysis on NYC Acuity assessments</li> </ul>	December 2010; February 2011; April 2011; June 2011 Bi-Weekly  September 2010 and June 2011  October – April  Quarterly		

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>		<p>Increase the percentage of students performing at proficiency on the New York State ELA Exam by 10% and decrease the number of level 1 students by 10%. Deepen students’ content knowledge and achieve positive gains on the New York State ELA Exam by May 2011. This will be measured by identifying the number of students maintaining or achieving proficiency on state examinations.</p>		
	<p><b>Targeted Population</b></p>	<p><b>Actions required</b></p>	<p><b>Responsible Staff</b></p>	<p><b>By When</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>All students</b></p>	<ul style="list-style-type: none"> <li>• Analyze data to focus on specific skills and strategies.</li> <li>• Based on results from Interim assessments, reteach based on individual student need</li> <li>• Develop monthly unit plans using grade wide curriculum maps for grades 6, 7 and 8</li> <li>• Continue professional development focused around differentiated instruction throughout the school year.</li> <li>• Infuse vocabulary into weekly teaching schedule that is aligned with the current unit of study.</li> <li>• Ongoing reading assessments to ensure that students are matched appropriately with independent reading books to increase their level of fluency and comprehension.</li> </ul>	<p>Lead Teacher Teachers ILT; Data Inquiry</p> <p>Teachers</p> <p>Lead teacher Teachers</p> <p>Lead Teacher/CFN liaison</p> <p>Teachers</p> <p>Teachers</p>	<p>August 2010 - ongoing</p> <p>Sept 10 - ongoing</p> <p>Sept 10- ongoing</p> <p>Sept 10- ongoing</p> <p>Sept 10- ongoing</p> <p>Sept 10 Feb 11 April 11 June 11</p>

		<ul style="list-style-type: none"> <li>• Develop a system for creating portfolios that shows student growth throughout the school year.</li> <li>• Align the core curriculum standards with the city wide and state standards.</li> <li>• Reading and writing assignments are in alignment according to the curriculum map.</li> <li>• Continuing using rubrics to hold students accountable for their writing assignments as aligned with New York State standards.</li> <li>• Develop opportunities for students to participate in small groups to enhance their speaking and listening skills which are aligned with the New York State and Core Curriculum Standards.</li> </ul>	Administration Teachers  Administration Lead teacher  Administration Teachers Lead Teacher  Teachers Lead Teacher  Administration Lead Teacher Teachers	October 10  March 11-ongoing  October 10-ongoing  Sept 10-ongoing  October 10-ongoing
	<b>Level 1 to low level 2s</b>	Reciprocal teaching in small guided groups, book clubs, Rewards and books on tape in the afterschool program	After-school Teachers	Nov. 10
	<b>All students</b>	Grouping students based on data to focus on specific skills or strategies in the classroom	Teachers	Oct. 10
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Implementation Grant <ul style="list-style-type: none"> <li>• Curriculum Mapping</li> </ul> 21 <sup>st</sup> Century grant <ul style="list-style-type: none"> <li>• Afterschool materials</li> <li>• After School and Saturday Academy teachers/administration</li> </ul> NYSTL funds <ul style="list-style-type: none"> <li>• Leveled Libraries</li> </ul> Title 1 SWP			

	<ul style="list-style-type: none"><li>• ELA teachers</li></ul> <p>Tax Levy</p> <ul style="list-style-type: none"><li>• Lead teacher</li></ul> <p>Stabilization funds</p> <ul style="list-style-type: none"><li>• Teachers</li></ul>
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Subject/Area (where relevant): DATA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Use assessment data to inform instructional planning that caters to diverse students need via tiered and differentiated lessons by October 2010 and ongoing through June 2011. This will be measured by written unit and lesson plans, formal and informal observations, classroom walkthroughs and administering student learning style surveys.</p>			
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population</p>	<p>Steps/Actions Required</p>	<p>Responsible Staff</p>	<p>By When</p>
	<p>All Instructional staff</p>	<ul style="list-style-type: none"> <li>☞ Disseminating school goals and actions (portions of the CEP)</li> </ul>	<ul style="list-style-type: none"> <li>☞ Principal</li> <li>☞ Asst Principal</li> </ul>	<p>Sept. 10</p>
	<p>All Instructional staff</p>	<ul style="list-style-type: none"> <li>☞ Create data protocol templates for the analysis of student work and planning next steps</li> </ul>	<ul style="list-style-type: none"> <li>☞ Administration</li> <li>☞ Lead Teachers</li> </ul>	<p>September 2010</p>
	<p>All Instructional staff</p>	<ul style="list-style-type: none"> <li>☞ During common planning, teachers use formative assessments to plan intervention for students. (once a month)</li> <li>☞ During common planning, teachers use samples of student writing to plan next steps to increase the quality of academic writing in all disciplines. (bimonthly)</li> <li>☞ Results of assessments will be added to <i>Engrade</i> for the school community to track patterns among students.</li> </ul>	<ul style="list-style-type: none"> <li>☞ Administration</li> <li>☞ Lead Teachers</li> </ul>	<p>Sept. 10-ongoing</p>
	<p>All Instructional staff</p>	<ul style="list-style-type: none"> <li>☞ Sharing the work of the Data Inquiry team with the school community monthly through the publication of a data inquiry newsletter.</li> <li>☞ One on one meeting with teachers regarding their student data three times a year. During these meetings, teachers will have to set goals regarding student progress. These</li> </ul>	<ul style="list-style-type: none"> <li>☞ Data Team Members</li> <li>☞ Administration</li> </ul>	<p>February-ongoing</p> <p>Oct. 10 Jan. 11 March 11</p>

		goals will be monitored through formal and informal observations.		
	All Instructional staff	<ul style="list-style-type: none"> <li>☞ Provide professional references &amp; other resource material on tiered lessons.</li> <li>☞ Provide written description of minimum expectations for teachers for each content area.</li> <li>☞ Create lesson observation template for tiered lessons</li> <li>☞ Create and publicize schedule of formal and informal observations</li>   <li>☞ Provide professional developing on access and using ARIS data</li> </ul>	<ul style="list-style-type: none"> <li>☞ Administration</li> <li>☞ Administration</li> <li>☞ Administration</li> <li>☞ Administration</li>   <li>☞ Administration</li> </ul>	<p>Sept .2010</p> <p>Sept. 2010</p> <p>Dec. 2010</p> <p>Oct. 2010 Nov. 2010 Feb. 2011 April 2011</p> <p>Oct. 2010</p>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<p>Tax Levy</p> <ul style="list-style-type: none"> <li>• Data Specialist</li> </ul> <p>Tax Levy Children’s First Inquiry Team</p> <ul style="list-style-type: none"> <li>• Per session for teachers</li> </ul>			
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<b>Progression will be demonstrated through:</b>			
	☞ Differentiated instruction in the classrooms		Ongoing	
	☞ Creating differentiated assessments according to individual students’ needs		Ongoing	
	☞ Collection of data binders that show that teachers are using data to plan		Ongoing	
	☞ Increased use of data assist in planning small group instruction		Monthly	
☞ Data days to create individualized student goal sheets		Quarterly		

	👉 ELA scores, WRAP reading levels, writing samples, Interim assessments	Ongoing
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**Subject/Area (where relevant):** Technology

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the use of technology in the classrooms by 20% beginning in September 2010 through June 2011. This will be evidenced through teachers using smart boards, ELMO cameras, and laptops for instructional purposes and the students using the laptops for web based activities and clickers for assessment purposes.</p>			
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population</b></p>	<p><b>Steps/Actions Required</b></p>	<p><b>Responsible Staff</b></p>	<p><b>By When</b></p>
	<p>Teachers</p>	<ul style="list-style-type: none"> <li>☞ Inventory of all technology resources available. This inventory would then be shared with school community.</li> <li>☞ Create a tech team comprised of students and teachers and schedule dates to meet –The Mouse Squad</li> <li>☞ Schedule professional development that focuses on integrating technology into the curriculum.</li> <li>☞ All teachers will be assigned and use their Department of Education email at least once a week.</li> <li>☞ Teachers will have access to the technology lab to introduce students to the use of the computer, internet, PowerPoint presentations</li> <li>☞ Use of mobile laptops for classroom instruction, research and projects</li> <li>☞ Provide professional development on the use of Clickers as a means of assessing students and provide immediate feedback</li> </ul>	<ul style="list-style-type: none"> <li>☞ Budget Manager</li> <li>☞ Math lead teacher</li> <li>☞ Math lead teacher, Librarian,</li> <li>☞ Secretary and Teachers</li> <li>☞ Teachers/lead teachers ☞ Librarian</li> <li>☞ Teachers</li> <li>☞ Librarian</li> </ul>	<ul style="list-style-type: none"> <li>June 10 Sept 10 Feb 11 June 11</li> <li>Oct 10</li> <li>Oct 10 and ongoing</li> <li>Sept. 10</li> <li>Oct 10</li> <li>Ongoing</li> <li>Oct 10-ongoing</li> </ul>

	Students	<ul style="list-style-type: none"> <li>☞ Offer an after school or Saturday program that infuses technology into its curriculum</li> <li>☞ Provide incentives to students who log on to school's blog.</li> <li>☞ Provide laptops in class for use during in class activities, on research projects and development of power point presentations.</li> </ul>	<ul style="list-style-type: none"> <li>☞ Teachers</li> <li>☞ Teachers</li> <li>☞ Teachers</li> </ul>	<p>Nov '10</p> <p>Ongoing</p> <p>Ongoing</p>
	Parents	<ul style="list-style-type: none"> <li>☞ Provide parents with ARIS training to access their child's data</li> <li>☞ Invite parents to training on basic technology skills</li> <li>☞ Design parents' workshop on the uses of technology to assist in their child's education</li> </ul>	<ul style="list-style-type: none"> <li>☞ Parent Coordinator</li> <li>☞ Parent Coordinator</li> <li>☞ Parent Coordinator</li> </ul>	<p>Oct. 10-ongoing</p> <p>Oct. 10-Ongoing</p> <p>Dec. 10-ongoing</p>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	21 <sup>st</sup> Century Grant <ul style="list-style-type: none"> <li>• <b>Training staff members</b></li> </ul> NYSTYL funds <ul style="list-style-type: none"> <li>• <b>Technology equipment</b></li> <li>• <b>Technology Software</b></li> </ul> <b>Title 1 SWP</b> <ul style="list-style-type: none"> <li>• <b>Per session for teachers</b></li> </ul>			
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<b>Progression will be demonstrated through:</b>			Ongoing throughout the 2010-2011 school year
	Informal and formal observations showing teachers integrating technology into daily lessons		<ul style="list-style-type: none"> <li>☞ Surveys showing teachers are more at ease integrating technology into their curriculum</li> </ul>	

**Subject/Area (where relevant):**                     **Parental Involvement**                    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase parental involvement at school wide activities and initiatives by 10% by October 2010 and ongoing through June 2011. This will be evidenced by the number of parents in attendance at various events (i.e. parent conferences, student celebratory events, parent orientations)</p>			
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population</p>	<p>Steps/Actions Required</p>	<p>Responsible Staff</p>	<p>By When</p>
	<p>Parents</p>	<ul style="list-style-type: none"> <li>☞ Parent informational workshops about policy, procedures, curriculum and state testing</li> </ul>	<ul style="list-style-type: none"> <li>☞ Parent Coordinator</li> <li>☞ Principal, AP</li> </ul>	<p>September 10 and ongoing</p>
	<p>Parents</p>	<ul style="list-style-type: none"> <li>☞ Parent Teas: Opportunity to Meet and Greet Administration, Teaching Staff and Parent Coordinator.</li> <li>☞ English Language Arts and Mathematics Workshop with parents for Saturday Academy student participants.</li> </ul>	<ul style="list-style-type: none"> <li>☞ Parent Coordinator</li> <li>☞ Team Leaders</li> <li>☞ Teachers</li> </ul>	<p>August 2010 – Ongoing.</p>
	<p>Parents</p>	<ul style="list-style-type: none"> <li>☞ Workshops focused on the following:               <ol style="list-style-type: none"> <li>1. Helping my child with homework/testing</li> <li>2. Comp to Kids Workshop</li> <li>3. Cyber-Bullying Workshop</li> <li>4. ARIS Workshop</li> <li>5. Attendance</li> <li>6. Parental support</li> <li>7. Counseling</li> <li>8. Technology</li> <li>9. Arts</li> <li>10. High School Process</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>☞ Parent Coordinator</li> <li>☞ Guidance Counselor</li> <li>☞ Social Worker</li> <li>☞ Afterschool site coordinator</li> </ul>	<p>September 2010 with various dates scheduled throughout the year</p>
	<p>Parents</p>	<ul style="list-style-type: none"> <li>☞ Corresponding information via mail and phone calls</li> </ul>	<ul style="list-style-type: none"> <li>☞ Parent Coordinator</li> </ul>	<p>September 2010 - ongoing</p>

	Parents	<ul style="list-style-type: none"> <li>☞ Assisting parents in completing the yearly parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>☞ Parent Coordinator</li> </ul>	April 2011
	Parents	<ul style="list-style-type: none"> <li>☞ Positive phone calls to parents about student progress</li> <li>☞ Monthly progress reports mailed home for parent review</li> </ul>	<ul style="list-style-type: none"> <li>☞ Teachers</li> <li>☞ Guidance Counselor</li> <li>☞ Social Worker</li> <li>☞ Administration</li> </ul>	Ongoing from September through June
	Parents	<ul style="list-style-type: none"> <li>☞ Encouraging parents to attend Parent Teacher conferences.</li> </ul>	<ul style="list-style-type: none"> <li>☞ Teachers</li> <li>☞ Parent Coordinator</li> </ul>	November 2010 and February 2011
	Parents	<ul style="list-style-type: none"> <li>☞ Encouraging parental participation in school operations such as volunteering in the school or serving on school committees</li> </ul>	<ul style="list-style-type: none"> <li>☞ Parent Coordinator</li> </ul>	September 2010-ongoing
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	21st Century grant <ul style="list-style-type: none"> <li>• One on One meetings with parents</li> <li>• Detailed Workshops meeting the needs of parents</li> </ul> Tax Levy <ul style="list-style-type: none"> <li>• Parent Coordinator</li> </ul> Title 1 SWP <ul style="list-style-type: none"> <li>• Parental Involvement</li> </ul>			
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<b>Progression will be demonstrated through:</b>			Ongoing from September 2010 through June 2011
	<ul style="list-style-type: none"> <li>☞ Parents responding to parent information mailed home and following through with specified requests</li> <li>☞ Attendance at PTA meetings and Parent Teacher Conferences</li> <li>☞ Attendance at general information sessions</li> <li>☞ Increased parent volunteers</li> <li>☞ Increased number of parents completing the yearly Parent Survey</li> </ul>			



**Subject/Area (where relevant):** Attendance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase attendance by 5% by identifying students with excellent attendance via monthly attendance incentives, grade wide celebrations and participation in extracurricular activities by October 2010 and ongoing through June 2011. This will be measured monthly by analyzing the attendance data and displaying information around the school building.</p>			
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Target Population</b></p>	<p><b>Steps/Actions Required</b></p>	<p><b>Responsible Staff</b></p>	<p><b>By When</b></p>
	<p><b>Students</b></p>	<ul style="list-style-type: none"> <li>☞ Sign in late book located in the main office and second round check at 11am to verify student absences</li> <li>☞ Outreach to parents to inform parents of students absences and/or lateness</li> <li>☞ Monthly attendance letters to inform parents about the number of lateness and absences for the month.</li> <li>☞ Schedule conferences when necessary</li> </ul>	<ul style="list-style-type: none"> <li>☞ Parent Coordinator</li> <li>☞ Attendance Teacher</li> <li>☞ Teachers</li> <li>☞ Family Assistant</li> </ul>	<p><b>September 10 and ongoing</b></p>
	<p><b>Students</b></p>	<ul style="list-style-type: none"> <li>☞ Logging information on the ILOG system to keep track of students absences and/or lateness</li> <li>☞ Observing the 407's generated weekly and closing each case when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>☞ Family Assistant</li> <li>☞ Attendance Teacher</li> <li>☞ School secretary</li> </ul>	<p><b>September 10 and ongoing</b></p>
	<p><b>Students</b></p>	<ul style="list-style-type: none"> <li>☞ Enrollment in open gym, morning programs to ensure students are arriving on time</li> </ul>	<ul style="list-style-type: none"> <li>☞ Various teachers</li> </ul>	<p><b>October 10 and ongoing</b></p>
	<p><b>Students</b></p>	<ul style="list-style-type: none"> <li>☞ Identify students with poor attendance or lateness and provide one on one conferences with the guidance counselor and social worker to offer support to these students. Data sheets are used for individual students to track attendance. Individual students are discussed at bi-weekly cabinet meetings to note progress</li> </ul>	<ul style="list-style-type: none"> <li>☞ Guidance Counselor</li> <li>☞ Social Worker</li> <li>☞ Team leaders</li> <li>☞ Administration</li> <li>☞ Parent coordinator</li> </ul>	<p><b>September 10 and ongoing</b></p>

	<b>Students</b>	<ul style="list-style-type: none"> <li>☞ <b>Conducting weekly meetings to review attendance data and identify any necessary changes needed to the systems in place</b></li> </ul>	<ul style="list-style-type: none"> <li>☞ <b>Family Assistant</b></li> <li>☞ <b>Attendance Teacher</b></li> <li>☞ <b>Guidance Counselor</b></li> <li>☞ <b>Social Worker</b></li> <li>☞ <b>Assistant Principal</b></li> </ul>	<b>September 10 and ongoing</b>
	<b>Students</b>	<ul style="list-style-type: none"> <li>☞ <b>Monitor daily, weekly and monthly attendance percentages. Data is posted daily and monthly</b></li> </ul>	<ul style="list-style-type: none"> <li>☞ <b>Family Assistant</b></li> <li>☞ <b>Principal</b></li> <li>☞ <b>Assistant Principal</b></li> </ul>	<b>September 10 and ongoing</b>
	<b>Students</b>	<ul style="list-style-type: none"> <li>☞ <b>Acknowledging students with perfect attendance at the end of each marking period 4 times a year</b></li> <li>☞ <b>Initiatives for students to arrive on time and daily to school by extending an additional dress down day</b></li> </ul>	<ul style="list-style-type: none"> <li>☞ <b>Principal</b></li> <li>☞ <b>Assistant Principal</b></li> <li>☞ <b>Teachers</b></li> <li>☞ <b>PTA</b></li> </ul>	<b>October 10 and ongoing</b>
	<b>Students</b>	<ul style="list-style-type: none"> <li>☞ <b>Offering assistance to parents to encourage their children to attend school (i.e. parent workshops)</b></li> </ul>	<ul style="list-style-type: none"> <li>☞ <b>Family Assistant</b></li> <li>☞ <b>Guidance Counselor</b></li> <li>☞ <b>Parent Coordinator</b></li> <li>☞ <b>Social Worker</b></li> </ul>	<b>September 10 and ongoing</b>
	<b>Students</b>	<ul style="list-style-type: none"> <li>☞ <b>Attaching individual attendance reports to bi-monthly progress reports</b></li> </ul>	<ul style="list-style-type: none"> <li>☞ <b>Teachers</b></li> </ul>	<b>October 10 and ongoing</b>

<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<b>AIDP/Tax Levy FSF</b> <ul style="list-style-type: none"> <li>Once weekly attendance meetings with attendance meeting</li> </ul> <b>21<sup>st</sup> Century grant</b> <ul style="list-style-type: none"> <li>Parent workshops pertaining to increasing attendance</li> </ul>	
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<b>Progression will be demonstrated through:</b>	
	<ul style="list-style-type: none"> <li>Reviewing daily attendance for averages above 90%</li> <li>Decrease lateness by 10%</li> <li>Increase in students excited about arriving to school</li> </ul>	<b>Daily, weekly, monthly</b>

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

Students Receiving Special Education Services

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 there will be 10% decrease in the number of students who are receiving special education services performing below proficiency as evidenced by their performance on New York State Tests.</p>			
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population</p>	<p>Steps/Actions Required</p>	<p>Responsible Staff</p>	<p>By When</p>
	<p>Special Education</p>	<ul style="list-style-type: none"> <li>☞ Invite students in this subgroup who are performing at a level one in ELA/Math to afterschool remediation.</li> <li>☞ Invite students in this subgroup who are performing at a level two in ELA/Math to Saturday School</li> <li>☞ Invite selected students to morning tutoring in Math</li> <li>☞ Provide students with instruction that is differentiated and tiered by process and product</li> <li>☞ Use of manipulatives during classroom activities where applicable</li> </ul>	<ul style="list-style-type: none"> <li>☞ Asst Principal</li> <li>☞ Special Education Teachers</li> </ul>	<p>October 2010- May2011 March 2011-May 2011 March 2011</p> <p>Sept 2010-ongoing</p> <p>Sept 2010-ongoing</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Monthly Special Education Department Meetings during the day Common Planning Periods during the day Wednesday PD Sessions that are programmed into the daily schedule</p> <p>Tax Levy</p> <ul style="list-style-type: none"> <li>• IEP Teacher</li> </ul> <p>Tax Levy FSF</p> <ul style="list-style-type: none"> <li>• Teachers</li> </ul>			
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of</p>	<p><b>Progression will be demonstrated through:</b></p>			
	<ul style="list-style-type: none"> <li>☞ Unit Plans in all Core Subject Areas</li> <li>☞ Creation of Pre-, Post- and Portfolio Assessment Tasks</li> <li>☞ Collection of samples of authentic student work</li> </ul>			<p>Sept 2010 -Ongoing</p>

<i>measure; projected gains</i>		
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## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	75	75	25	25	10	1	5	1
7	75	75	25	25	10	1	5	0
8	100	100	30	30	25	0	3	0
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Students are receiving AIS services with a teacher using the push-in pull-out model to focus on weaknesses in reading and writing. Programs such as Rewards, New Heights and FX books are the resources used according to students' deficiencies. These services are provided during the school day, 9<sup>th</sup> period enrichment groups, afterschool and Saturdays</b>
<b>Mathematics:</b>	<b>Students are grouped according to their deficiencies in the math strands. Teachers use the push-in pull-out model for small group instruction. Programs such as skills intervention Friday commencing in March 2011 will be used to address the students needs during the school day, 9<sup>th</sup> period enrichment groups, afterschool and Saturdays</b>
<b>Science:</b>	<b>Students are identified using the baseline assessments and placed into small groups to focus on skills during the 9<sup>th</sup> period study hall</b>
<b>Social Studies:</b>	<b>Students are identified using the pre-assessments and placed into small groups to focus on skills during the 9<sup>th</sup> period study hall</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Students are serviced in small groups or one on one tutoring during the day and 9<sup>th</sup> period or lunch period</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Students are serviced in small groups or one on one tutoring during the day and 9<sup>th</sup> period or lunch period</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Students are serviced in small groups or one on one tutoring during the day and 9<sup>th</sup> period or lunch period</b>
<b>At-risk Health-related Services:</b>	<b>Students are serviced in small groups or one on one tutoring during the day and 9<sup>th</sup> period or lunch period</b>

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

*NCLB/SED requirement for all schools*

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

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

**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 III. Title III Budget**

School: 16K057      BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - With an influx of Spanish speaking parents our business manager has been able to communicate with many of our parents.
  - The school secretary, business manager and the parent coordinator work collaboratively to use the internet to interpret school letters or notices that are sent home weekly and/or monthly.
  - The parent coordinator posts English and Spanish versions of newsletters and workshops on the parent bulletin board located in the main lobby.
  - The business manager is affluent in the Spanish language and communicates with many of our Spanish speaking students and parents
  
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - We currently do not have an ESL/Bilingual ESL teacher to translate for parents and students
  - During parent-teacher conferences Spanish speaking parents are unable to communicate effectively with teachers and often times they have a translator to accompany them or rely on the student to translate.
  - Many of the parent workshops and meetings are limited to English speaking presenters, which effects communication with non-English speaking parents. This results in zero to low attendance from non-English speaking parents
  - A parent letter was sent home in September and again in February notifying parents that they had the opportunity to request English letters translated into their native languages. There is also a poster displayed in the main office notifying parents of the same information.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - As noted in Part A, we utilize the business manager quite often to translate for our Spanish speaking students and parents.
  - In September the parent coordinator will begin to seek vendors that are able to provide both English and Spanish letters and workshop information to ensure we are communicating effectively with the entire population of students and parents.
  - Beginning in September and on-going each letter sent home will be mailed in both English and Spanish.
  
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
  - As noted in Part A, the business manager is utilized to orally interpret to our Spanish speaking students and parents.
  - The parent coordinator will also seek vendors who are able to provide personnel who are both English and Spanish speaking.
  
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
  - The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions are available on the DOE website.
  - The school will continuously post in a conspicuous location at or near our primary entrance in our most prominent covered languages indicating the availability of interpretation services.
  - Our school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$218,470	\$57,063	\$275,533
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,184	\$453	\$2,637
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,924	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$21,847	*	

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.

# RON BROWN ACADEMY'S PARENTAL INVOLVEMENT POLICY SCHOOL-PARENT COMPACT 2010-2011

[Ron Brown Academy/MS/57](#) will hold parent-teacher conferences during which time parents and teacher can confer as it relates to each child's achievement. Specifically, those conferences will be held:

- ⇒ *Open house/orientation sessions at the beginning of the year (morning, afternoons) to accommodate all parents. During these meetings parents will be provided with curriculum maps for each content area. Additionally, parents and students will be made aware of their responsibilities as members of the Ron Brown Academy Family.*
- ⇒ *Parent meetings during the year to introduce parents to new programs/ training in order to maintain the home to school connection.”*
- ⇒ *Parent workshops scheduled at least twice a month, to keep parents abreast with School events, DOE Policies and Regulations, and issues pertaining to their children's academic and social needs. Calendars will provided for standard conferences/meetings and additionally other forms of communication will be used to remind parents of conferences/meetings and or to alert the parents of new information.*
- ⇒ *Schedule conferences as needed whether by parent, teacher or other school staff designee meetings to discuss the student's proficiencies and or deficiencies and strategies that will be implemented in school to help improve and or further develop the defined areas.*
  
- ⇒ [Ron Brown Academy/MS57](#) will provide parents with monthly reports on their children's progress. Specifically, the school will provide reports as follows:
  - ⇒ There will be three parent/teacher conferences as required by the DOE, during which parents will have the opportunity to meet with all of their child teachers to discuss the child's academic performance. Parents unable to attend these conferences will be able to schedule conferences with grade teams at their convenience.
  - ⇒ Monthly progress will be mailed to parents. Parents of students who are identified as being at risk will be invited in to meet with grade teams, at the parents' convenience.

[Ron Brown Academy/MS57](#) will provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

⇒ Parents will have access to teacher's schedules so that they can schedule appointments that do not interrupt instruction. When needed phone calls, e-mails will also be utilized.

[Ron Brown Academy/MS57](#) will provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

⇒ Parents will be informed of the school's parental involvement policy.

⇒ The Parent Coordinator will recommend to parents the Learning Leaders Program and conduct workshops for training. This training will include parents scheduling, obedience to schedules, proper instructions to volunteer in children's classes and other areas within our school. All parents volunteering will be given as much support as necessary to ensure that they are performing their duties as outlined in the school's parental involvement policy.

⇒ In partnership with our parents the school will work on projects that will help increase the children's learning experience as well as their social and emotional growth.

⇒ The Parent Coordinator will work with the parents to develop the parental involvement plan under the section 1112 of the ESA: create an effective Parent/Teacher Association, effective Leadership Team, and provide parents with the necessary information regarding Department of Education policies and procedures concerning parent's rights and responsibilities.

## **Parent Responsibilities**

We as parents will support our children's learning in the following ways:

⇒ supporting my child's learning by making education a precedence in our home by:

- Ensuring my child reaches to school on time and is equipped daily with the necessary supplies for school;
- Monitoring my child's attendance;
- Engaging my child in conversations about his/her school activities daily
- Designating a time for homework daily
- Making sure my child has an environment conducive to study;
- Making sure that daily homework assignments are completed;
- Promote positive use of my child's free time

⇒ Volunteer in my child's school;

- ⇒ Participate in school activities as often as possible
- ⇒ Remain informed about my child's education and read all written information from the school or the school district either received by my child, e-mail or by mail and replying as required
- ⇒ Complete a shared reading session with my child everyday;
- ⇒ Communicate positive principles and character traits, such as respect, citizenship and responsibility, using self knowledge and restating the character education pillars of the Board of Education
- ⇒ Respecting the cultural differences of others;
- ⇒ Assisting my child in understanding and accepting of consequences for behavior that is inappropriate in the school environment
- ⇒ Being cognizant of and adhering to the rules and regulations as outlined by school conduct policy and the school district;
- ⇒ Supporting the school's discipline policy;
- ⇒ Communicate high expectations and offering praise and encouragement for achievement(s.)

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

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

**Title I: Parent Involvement Policy**

1. **The Ron Brown Academy/M.S.57-** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
  - **Establish** an effective Parent Teacher Association, create an active School Leadership Team, provide parents with the working knowledge of the Department of Education policies and procedures in conjunction with the parent's rights and responsibilities, and institute a structure that promotes open communication between parents/families and school administration.
2. **The Ron Brown Academy/M.S.57-** will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- Leadership team will devote time during each monthly meeting to assessment and reflection. An additional parent workshop will provide a forum for parents to voice their individual concerns.
  - Parent Coordinator will maintain an open-door policy and welcome parents who would like to share ideas and concerns.
  - Distribute monthly newsletters and parent activity calendars to keep parents abreast of news and information, as well as provide parents with a minimum of two workshops monthly on topics related to math, test-strategies, and conduct in-house parent surveys.
3. **The Ron Brown Academy/M.S.57**- will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: (*Insert programs such as: Head Start Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs*): NA
4. **Ron Brown Academy/M.S.57**- will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies by:
- The Parent Coordinator and/or the Parents Association will conduct quarterly parent assessments to see what programs/services are needed and implement a quarterly system for updating parent contact information e.g. Blue Cards
5. **Ron Brown Academy/M.S.57**- will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. The State's academic content standards;
    - ii. The State's student academic achievement standards;
    - iii. The State and local academic assessments including alternate assessments;
    - iv. The requirements of Title I, Part A;
    - v. How to monitor their child's progress; and
    - vi. How to work with educators.
  - b. **Ron Brown Academy/M.S.57**- will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
    - Creating a resource binder for parents.

- c. **Ron Brown Academy/M.S.57**- will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate and work with parents as equal partners. Placing value on contributions of parents, as well as implement and coordinate parent programs to build ties between parents and schools by:
- utilizing School Messenger System to call parents as deemed necessary e.g., calling by grade, class, or school wide and having the Parent Coordinator and parent volunteers manually call parents, for events and or activities.
  - Send written communication via mail or by students
- d. **Ron Brown Academy/M.S.57**- will coordinate and integrate parental involvement programs and activities with the following CBO's--LEAP and Purelements—and conduct and/or encourage participation in activities, such as Parent Art Workshops, that support parents in more fully participating in the education of their children by:
- Having parent art days where parents and students will perform and present poetry.
- e. **Ron Brown Academy/M.S.57**- will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:  
Information issued by the Department of Education and or the school will in necessary cases will be sent to the NYC DOE Translation and Interpretation Unit and meetings held in the school a translator for non-English speaking parents will be provided.

### **Adoption**

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by members of the Parent Association: Ms. Salmon, PTA president; Ms. Nkenge, Vice-president and Ms. Murchinson, Secretary

This policy will be adopted by Ron Brown Academy/M.S.57 on April 1, 2010 and will be in effect for the period of (1 school year) school year. The school will distribute this policy to all parents of participating Title I Part A children on or before September 30, 2010

Principal's Signature: \_\_\_\_\_ (\_signed copy on file)

Date:

## 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.  
Pgs. 10 - 20
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any. Pgs. 25 – 31 and pg. 48
3. Instruction by highly qualified staff. Pgs. 25 – 31 and pg. 48
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.  
Pgs. 25 - 31
5. Strategies to attract high-quality highly qualified teachers to high-need schools. Pg. 48
6. Strategies to increase parental involvement through means such as family literacy services. Pgs. 34 - 35

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.
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.  
Pgs. 29 - 31
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.  
Pgs. 25 – 30 and pg. 38
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. Pg. 48

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

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

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

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

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

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

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

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

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

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

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

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

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

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.  
Small guided group instruction in the classroom, I Can Learn computerized math program, Rewards program for decoding skills, books on tape, high interest; low vocabulary books for struggling readers, books on various levels for independent reading, books for book club
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
Common planning periods in all content areas, staff development twice weekly for entire staff, Instructional leadership planning, Data inquiry meetings
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

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

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

Small group instruction during extended hours, afterschool academic groups and Saturday academy. Teachers will fewer than 25 periods use the push in model to other content area classes for focused intervention

4. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
Professional development twice weekly for whole staff and 45 to 90 minute common planning periods for content area teachers; parent workshops are conducted in regards to curriculum and instruction; understanding ARIS

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) Please describe the services you are planning to provide to the STH population.  
As of December 11, 2009, our number of Students in Temporary Housing is 14.  
Our Family Worker is in contact with case workers and shelters.  
We provide our students with supplies--including uniforms and outer clothing.  
We pay for trips and other school activities.  
Students living in temporary housing are the first ones to be accepted into our before and after school programs.  
If necessary, students are provided with counseling.

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

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

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 057 Whitelaw Reid					
<b>District:</b>	16	<b>DBN:</b>	16K057	<b>School</b>		331600010057

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.6	89.4	88.9
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		90.6	90.4	89.5
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	69	68	70	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	83	74	83		77.9	94.3	88.3
Grade 8	97	97	87				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	18	15
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	249	239	240	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	2	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	30	28	32	Principal Suspensions	2	0	24
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	4	18	13
Number all others	18	20	14				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	33	27	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	6	5
# receiving ESL services only	12	4	TBD				
# ELLs with IEPs	2	3	TBD	Number of Educational Paraprofessionals	2	2	1

*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
	6	3	19	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	45.5	51.9	61.3
				% more than 5 years teaching anywhere	33.3	48.1	67.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	78.0	83.9
American Indian or Alaska Native	2.0	0.4	0.0	% core classes taught by "highly qualified" teachers	84.8	67.9	100.0
Black or African American	75.9	79.9	80.0				
Hispanic or Latino	21.3	18.8	19.6				
Asian or Native Hawaiian/Other Pacific	0.8	0.0	0.0				
White	0.0	0.4	0.4				
<b>Male</b>	48.2	49.0	46.3				
<b>Female</b>	51.8	51.0	53.8				

#### 2009-10 TITLE I STATUS

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	42.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN #504</b>	District <b>16</b>	School Number <b>057</b>	School Name <b>Ron Brown Academy</b>
Principal <b>Celeste Douglas</b>		Assistant Principal <b>Dewana Johnson</b>	
Coach <b>Holly deMelo (lead teacher)</b>		Coach <b>Oswald Sutherland (lead teacher)</b>	
Teacher/Subject Area <b>Science, Galia Espinal</b>		Guidance Counselor <b>Anna Medina</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Sophia Williams</b>	
Related Service Provider <b>Shelly Lewis</b>		Other <b>type here</b>	
Network Leader <b>Lucile Lewis</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>240</b>	Total Number of ELLs	<b>4</b>	ELLs as Share of Total Student Population (%)	<b>1.67%</b>
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## Part II: ELL Identification Process

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

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

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

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

At MS57, a 6th to 8th grade middle school with 250 students in Brooklyn's District 16 and a member of the CFN #504, the Language Allocation Policy Team is led by Ms. Celeste Douglas, Principal, and Ms. Dewana Johnson, Assistant Principal, along with Ms. Anna Medina, Guidance Counselor, Ms. Galia Espinal, Science teacher, Ms. Shelly Lewis, ESL provider, Mr. Oswald Sutherland, Math lead teacher, Ms. Holly DeMelo, English lead teacher, Ms. Sophia Williams, Parent Coordinator, Ms. Gwendolyn Peters, SAF, and Ms. Lucille Lewis, Network Leader. We currently have one 6<sup>th</sup> grader performing at intermeidate, one 7<sup>th</sup> grader performing at intermediate and two 8<sup>th</sup> grader one peforming at beginning and the other advanced ELL students. One of the 8<sup>th</sup> grade students falls into the category as self contained, SIFE and ELL.

We currently share a certified ESL provider, Ms. Lewis, a teacher at MS 385 licensed in ESL serves our four ELL students using the pull-out model. She

When a parent or guardian enrolls a student at our school, they are welcomed by our ESL provider, Ms. Lewis and our bilingual guidance counselor Ms. Medina. Parents complete the Home Language Identification Survey (HLIS) with the family and student. This survey and interview lets us know what language the student uses at home. If the HLIS indicates that the child uses a language other than English, the student is administered an English proficiency test called the LAB-R within the first 10 days of being enrolled at the school (or the Spanish LAB if applicable) Performance in this test will determine whether the student will be entitled to English Language development support services.

Once the assessment is graded, the ESL teacher notifies parents of their child's entitlement status and plans an orientation for the parents of newly enrolled ELLs to inform them of the different ELL programs that are available throughout the city and in our school. If a parent chooses a program other than "freestanding" we will work with another school or distict that has these specific programs. In the orientation in September, to which parents are invited in writing and via phone and hosted by Ms. Lewis, Ms. Williams and Ms. Medina, parents have the opportunity to receive materials about ELL programs in their home language and to ask questions with assistance from a translator, if necessary. Parents have the opportunity to watch an informational video, visit the ESL classroom, and speak with ESL students. At the end of the orientation, the ESL Teacher collects the Parent Survey and Program Selection Form, where the parent indicates what program he/she is choosing for his/her child. All forms are collected at the end of session. Should the parent need more time to make a decision, our Parent Coordinator, Ms. Williams, will follow-up to ensure the return of the document.

When the parent chooses free standing ESL (pull-out model), the child is immediately enrolled into our program. When the parent chooses another instructional program, we support the parent in finding the closest school with this instructional model.

All students who are enrolled in the ESL program are formally assessed annually using the NYS English as a Second Language Achievement Test (NYSESLAT) to assess their progress in the four modalities of the English language until they acquire a certain level of proficiency that will allow them to enter a monolingual program.

After reviewing the Parent Survey and Program Selection forms for the past few years, we have seen a trend to request the ESL pull-out model, with 95% of the parents choosing this program type. Those families who do not choose the ESL pull-out model have requested the transitional bilingual model, and we have established a partnership with a nearby school who welcomes them immediately.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

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

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## 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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

All ELL students participate in the school-wide balanced literacy and balanced mathematics curriculum, and they are enrolled in supplemental AIS small group instruction in content area classes. They will utilize I Can Learn, a computer based program for struggling students and Saturday Academy which offers flexible grouping according to individual student's needs. They are also grouped according to needs for academic enrichment 3 times weekly for 45 minutes. Our beginning and intermediate students are mandated to receive 360 of ELL instruction per week and the advanced student is to receive 180 minutes per week.

Using the freestanding pull-out model student are exposed to read alouds, shared reading, vocabulary enrichment, graphic organizers and math manipulatives. These strategies are included in the content area classrooms as well.

We provide our English Language Learners with ELA AIS in all content areas. They are identified in their strengths and weaknesses and placed into appropriate small groups. Their reading levels are assessed 4 times yearly and are given appropriate leveled text. Our SIFE student in the 8<sup>th</sup> grade is in a self contained class. He is provided with additional one on one tutoring in all major content area classes. He uses flashcards to build his vocabulary and books on tape for reading fluency. To increase his writing skills, he is given writing prompts to develop paragraphs. When instructed to work independently he is given work on his level. When working one on one with a teacher, the

text is one level above.

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

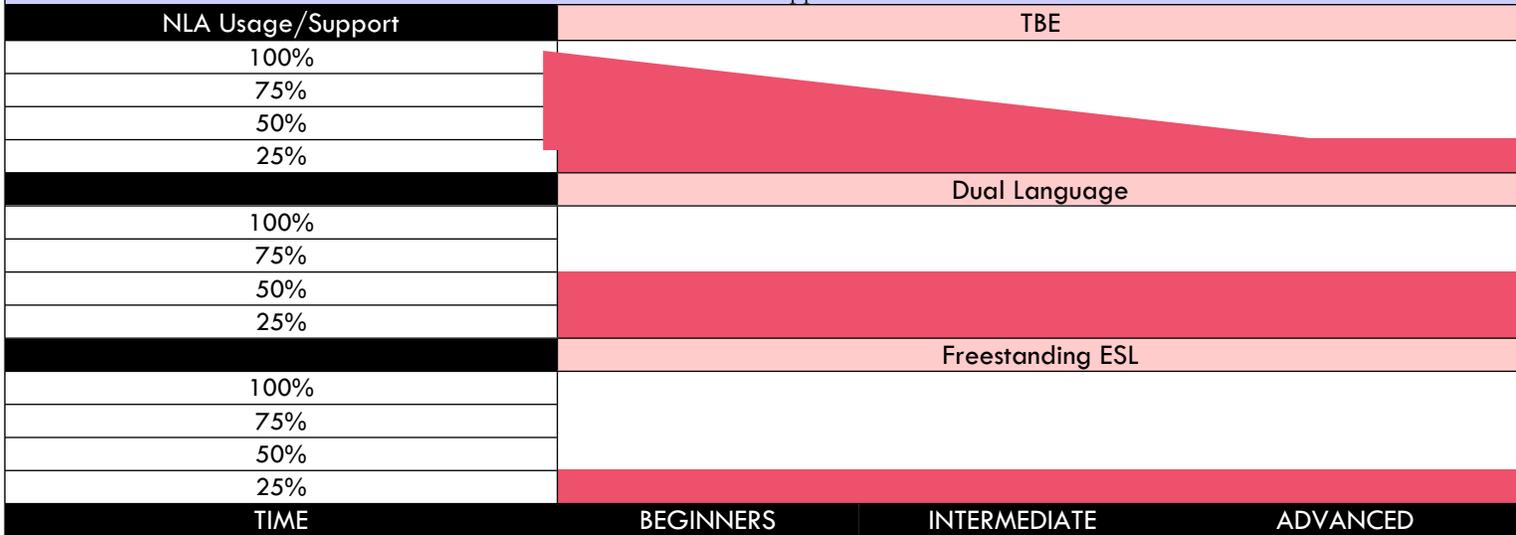
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Arts and Native Language Support**

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



## 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?

Our ELL students are provided ESL services during approximately four ESL pull-out periods, supplemented by ESL instruction in their monolingual classrooms. Currently, the majority of our students are long-term ELLs, having completed six or more years in the program and one of our ELL students have an IEP. The majority of our students come from Spanish speaking homes.

Instruction is delivered in a pull-out ESL model during 45 min. periods with small, ungraded groups of 4 to 6 students with the same language proficiency level. Students follow the same curriculum as monolingual students and the ESL Teacher collaborates with the monolingual teacher to share assessment data and next steps. In this way, students are being prepared for the transition to monolingual settings. To ensure that the mandated number of instructional minutes is provided according to proficiency levels, the ESL teacher is given a spreadsheet with each student's NYSESLAT results and corresponding mandated ESL instructional hours. The ESL teacher develops the ESL schedule and it is approved by the principal of the school to ensure compliance. Beginner and Intermediate ESL students participate in four 45-min periods of ESL instruction a week along with ESL instruction in their literacy and content areas for four 45-min periods a week. Advanced ESL students participate in four 45-min. periods of ESL instruction as well as additional ESL strategies in their content and literacy subject areas. All students receive Native Language Arts instruction during their ESL period through direction instruction, native language libraries, and online programs to support the maintenance and growth of their first language.

ESL students receive content area instruction with a monolingual English teacher who incorporates ESL strategies throughout the day. All students participate in hands-on experiments and projects, cooperative group work, and visuals to support learning and make the content comprehensible and enrich language development.

Although we currently have no SIFE students in our school, we plan to support future SIFE students through individual learning plans that address their native language and provide one-on-one support in the major subject areas. ELL students with less than three years (newcomers) and with 4 to 6 years in the program will receive two periods of receive small group instruction in content area classes, and are invited in participate in our afterschool and Saturday school programs. Also, their teachers will be trained on English language development strategies that they must plan in their classroom instruction. Our plan for long-term ELLs includes individual plans to support their growth in the modalities that they must master on the NYSESLAT, so that they will achieve proficiency and join a monolingual program. We will align the IEP goals of students in conjunction with the NYSESLAT to ensure that they are preparing for this exam.

Our targeted intervention programs for ELLs in math, ELA, and other content areas include:

- ELA Academic Intervention Services (all language levels)
- I Can Learn online math program (all language levels)
- Early morning and afterschool enrichment programs, such as science experiments, playwriting and production, etc. (all language levels)
- Early morning small group intervention (all language levels)
- Study Hall homework help three times a week (all language levels)

Programs will not be discontinued because they are having a positive impact on student achievement. ELLs are afforded equal access to all school programs because they are invited to participate in all programs and receive instruction alongside all their peers on a daily basis.

ELL students use authentic literature in literacy classrooms to support their learning and they use the same instructional materials in math and the content areas as monolingual students. Teachers support the use of these materials by creating task-specific supports and scaffolds

throughout their lessons.

Although we currently do not have newcomer ESL students, we do plan to invite future students to the summer orientation that we hold for students and families to orient them to the school, answer questions, take suggestions, and to learn of the expectations we hold of students at MS57.

Our teachers create individual professional development plans related to their professional needs and teaching responsibilities. Once teachers choose their goals, they are invited to meet these goals through study groups, professional development workshops, and other learning opportunities. Our ELL Support Specialist plans and provides professional development opportunities for our teachers throughout the year and we host visits to nearby high schools for ELL students to choose schools that are most appropriate for their needs and interests.

At our school, we value and support parental involvement, especially related to the parents of ELL students. Our ELL families are invited to all school events and they are especially invited to attend our ELL information sessions and to visit our ELL classroom. We plan and conduct parental engagement activities related to ARIS, literacy, and parenting to attract the participation of ELL families.

### 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)?

### 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.

Our teachers create individual professional development plans related to their professional needs and teaching responsibilities. Once teachers choose their goals, they are invited to meet these goals through study groups, professional development workshops, and other learning opportunities. Our CFN ELL Support Specialist plans and provides professional development opportunities for our teachers throughout the year and we host visits to nearby high schools for ELL students to choose schools that are most appropriate for their needs and interests.

### 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?

All correspondence for parents are written in both English and Spanish. Parents are invited to attend PTA meetings, parent workshops and all student body affairs/events. The parents of English Language Learners are invited to all of our workshops and activities, including Parent-Teacher Conferences, Computer Literacy, Family Book Club, and Curriculum Showcases. Spanish translation services are provided by our school secretary. Parents are asked to complete

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

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

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

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

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

In the NYS Math and ELA Exams, our students earned scores in the range of 1 to 3 and took all of the assessments in English. Our students are equally divided in the 2009-2010 NYSESLAT scoring levels with two students achieving intermediate, 1 beginner and 1 advanced. All students scored higher in listening and speaking than in reading and writing. The data reveals that our students need to make greater strides from year to year in the NYSESLAT exam. Two of our students are making one year’s progress on the NYSESLAT; and the other two have remained at the same proficiency levels.

In September students are assessed for their current independent reading levels using the WRAP assessment tool and Options for math. This information helps the teachers to place them in the appropriate groups for intervention or enrichment. We compare the data for ELL students b

**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.

Currently we are sharing a licensed ESL teacher with MS 385.

## 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		10/22/10
	Assistant Principal		10/22/10
	Parent Coordinator		10/22/10
	ESL Teacher		
	Parent		
	Teacher/Subject Area		10/22/10
	Teacher/Subject Area		
	Coach		10/22/10
	Coach		10/22/10
	Guidance Counselor		10/22/10
	Network Leader		10/22/10
	Other		

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

**School DBN: 16k057**

*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:	\$218,470	\$57,063	\$275,533
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,184	\$453	\$2,637
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,924	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$21,847	*	

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

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.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.

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

3. Instruction by highly qualified staff.

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.

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

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

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.

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.
  
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.
  
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.

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

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

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X				X	14, 16, 17, 22, 24
Title I, Part A (ARRA)	Federal	X				X	17, 24
Title II, Part A	Federal			X			

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

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

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

Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			\$53,164	X	29
Tax Levy	Local	X			\$1,375,449	X	14, 17, 19, 28, 29