



P.S./I.S. 137 RACHEL JEAN MITCHELL

2010-11

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: P.S./I.S. 137 RACHEL JEAN MITCHELL
ADDRESS: 121 SARATOGA AVENUE
TELEPHONE: 718-453-2926
FAX: 718-453-5363**

MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 23K137 **SCHOOL NAME:** P.S./I.S. 137 Rachel Jean Mitchell

SCHOOL ADDRESS: 121 SARATOGA AVENUE, BROOKLYN, NY, 11233

SCHOOL TELEPHONE: 718-453-2926 **FAX:** 718-453-5363

SCHOOL CONTACT PERSON: Winston Riley **EMAIL ADDRESS:** Wriley@schools.nyc.gov

POSITION / TITLE PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda Sedda

PRINCIPAL: _____

UFT CHAPTER LEADER: Kenneth Rivers

PARENTS' ASSOCIATION PRESIDENT: L.E. Charles

STUDENT REPRESENTATIVE: _____

(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** CFN- Network #9

NETWORK LEADER: VARLETON MCDONALD

SUPERINTENDENT: Ainslie Cumberbatch



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/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Winston Riley	Principal IA	
Linda Sedda	UFT Member	
Claudette Bolen	UFT Member	
Marion Burton	UFT Member	
Geraldine Walters	DC 37 Representative	
Carol Beasley	Parent	
Amanda Escourse	Parent	
Faith Postles- Reid	Parent	
L.E. Charles	PA/PTA President or Designated Co-President	
Tonya Grant	Parent	
Sandra Baker	Parent	

Kenneth Rivers	UFT Chapter Leader	
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* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

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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:

The mission of PS/IS 137 is to provide its students with the high quality instruction necessary for our students to become critical thinkers, life-long learners and active participants in both the school community and the community-at-large. We challenge our staff, parents and students to share accountability in nurturing a positive and supportive school environment in which high academic expectations are fostered and result in high student achievement. By combining academic rigor, social consciousness and the performing arts, we will lay the foundation for our students' successful futures.

School Vision:

Our school is a learning community that ensures academic excellence for all of our general education, special education and ELL students. Teachers, administrators and parents will work collaboratively to provide our students with not only a safe and orderly environment, but also an environment that ensures academic excellence by providing high quality standards driven instruction.

School Description:

The Rachel Jean Mitchell School is named in honor of Rachel Jean Mitchell who was a community activist for needy families, children and education. The school was originally established more than one hundred years ago. Over the past century the school has been servicing families in the Brownsville community. We are continuing Rachel Jean's spirit by building our students pride and character using the school motto and theme "I am Somebody. In my mind I can conceive it. In my heart I believe it. At P.S./I.S.137 I can achieve it. I am Somebody"

P.S./I.S. 137 is a Pre-k – grade 8 school with 303 general education students and 37 special needs students. There are 2 self contained Special Education classes in grade 3 and a CTT class. There is one bridge self contained Special education in grade 4-5. Our building has 25 classrooms, a resource room, speech and language center, a gymnasium, a Robinhood library, teacher resource center,

guidance programs, a social worker, a psychologist and facilities for students with special needs. The school has the capacity for 425 students. As of September of 2010, the enrolled student population is 365. The student population is very diverse. During the past three years the school has seen an increase in the number of immigrant students from Africa and the Caribbean. The school staff is trained to accommodate the needs of students with various cultural and religious practices.

P.S./I.S. 137 is serviced by a principal, assistant principal, one guidance counselor, dean, 33 teachers, 10 paraprofessionals, a Parent Coordinator, one secretary, one safety officer, 4 family workers, 5 school aides ,5 additional student support staff.

Our educational structure conforms to reduced class size standards for grades Pre-K- Grade 2 and is designed to provide a comprehensive academic experience and foster long term relationships between students and teachers. All staff maintain high expectations for all students.

Arts education (dance, music, theater, and visual art) is an integral part our educational experience and is both a source of motivation and critical thinking. Our arts programs reinforce skills, practice, and prior knowledge across content areas and disciplines. Culminating performances and final projects enhance and promote parent involvement. After school programs for Middle school students include Costuming and Set Design, Public Art: Mosaics, Violin / Bluegrass Fiddle, and Dance. We use our Shakespeare Theater Program to mentor middle school teachers to use theater to teach ELA and writing skills. Our Early Childhood Studio in a School provides a two year mentoring program for our Pre-K-Grade 1 to incorporate visual arts into the daily curriculum by building capacity and intergration of art into lesson planning. Our music program is both instrumental and music appreciation. Our students participate in three programs sponsored by Carnegie Hall including American Roots, grades 6-8, Link-Up, grades 3-5, Musical Explorers, grades 1-2. We have a rock band and have introduced instruction of other band instruments. All students participate in the Little Kids Rock Guitar Program. Our school is a member of the Metropolitan Opera Guild. African drumming is part of our lunch time activities in which participants are from all grades. Grades 3-5 participate in recorder instruction. Selected individual students across grade levels receive instruction after school in keyboard, guitar and violin.

Our dance program includes instruction in Tap, Ballet, African dancing, Hip-Hop, Modern, and Jazz. We conduct auditions for participation in our after school dance group. Collaborative performances within the arts are given throughout the school year.

Our visual arts program for the elementary and middle school is both studio art and art appreciation. Students learn visual art skills while understanding the history of art. Students participate in collaborative activities including costuming and set design for our school performances.

The academic programs will prepare all students to be literate, responsible citizens with an enthusiasm for life-long learning. The essential elements of the instructional programs are:

1. A rigorous curriculum aligned to the New York State Standards and Common Core Standards in ELA and Math
2. Curriculum and instruction designed to ensure that every student will be able to achieve academic success.
3. High expectations for all students.
4. Use of multiple sources of data to assess student progress including Performance Series, Acuity, E-CLAS2, and NYS Performance Tests.
5. A nurturing staff , many of which are from the community to guide students to take responsibility for their own learning opportunities and conduct.
6. The use of technology as a tool to enhance student learning.

7. English Language Learner Program.
8. Building leadership capacity for our school community through workshops, instruction, and leadership roles within the school.
9. Field trip experiences provide additional learning outside the classroom and provide real life connections.

Teachers collaborate formally and informally and use a variety of instructional strategies to meet the diverse needs of every student. Teachers analyze and interpret data to evaluate and monitor student progress. Teachers use technology including Smartboard technology in their daily instruction. Grade Leaders help build capacity within our school community.

Professional development is differentiated by conducting needs based surveys during the school year. Teachers were asked their expertise in order to turn key the information to their peers. Workshops are scheduled based on the data received from the teacher surveys. Other professional development opportunities include Network Supported and DOE sponsored workshops, educational consultants, individual mentoring, common planning, and grade meetings which add additional support and resources. Other professional development opportunities aligned with school wide goals, are implemented as needed.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S./I.S. 137 Rachel Jean Mitchell				
District:	23	DBN #:	23K137	School BEDS Code:	23K137

DEMOGRAPHICS									
Grades Served:	Pre-K	K	1	2	3	4	5	6	7
	8	9	10	11	12	Ungraded			
Enrollment:	Attendance: - % of days students attended*								

(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Pre-K							
Kindergarten							
Grade 1				Student Stability: - % of Enrollment			
Grade 2				(As of June 30)	2007-08	2008-09	2009-10
Grade 3							
Grade 4							
Grade 5				Poverty Rate: - % of Enrollment:			
Grade 6				(As of October 31)	2007-08	2008-09	2009-10
Grade 7							
Grade 8							
Grade 9				Students in Temporary Housing - Total Number:			
Grade 10				(As of June 30)	2007-08	2008-09	2009-10
Grade 11							
Grade 12							
Ungraded				Recent Immigrants: - Total Number			
Total				(As of October 31)	2007-08	2008-09	2009-10
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes				Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions			
Number all others							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment (BESIS Survey)				Special High School Programs: - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
				CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services				Number of Staff: - Includes all full-time staff:			

only							
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				Number of Administrators and Other Professionals			
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
Male							
Female							

2009-10 TITLE I STATUS				
Title I Schoolwide Program (SWP)		Title I Targeted Assistance		Non-Title I
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes	If yes, area(s) of SURR						
" No "	identification:						
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
"	In Good Standing (IGS)						
"	Improvement Year 1						
"	Improvement Year 2						
"	Corrective Action (CA) - Year 1						
"	Corrective Action (CA) - Year 2						
"	Restructuring Year 1						
"	Restructuring Year 2						
"	Restructuring Advanced						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

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School Wide Findings 2010-2011

Strengths and Accomplishments

PS.I.S. 137 is a school with Pre K-grade 8 curriculum and class structure. This structure and reduced class size provide a safe and comprehensive academic education that students and teachers can have a long term relationship for academic success. Teachers and staff are able to get to know all students in the building so individual academic needs are understood and supported by many people within the community.

Our school classes Pre-k through eight are housed within one building. We have three third grade Special Education self contained classes and one fourth to fifth grade self contained bridge class. There are one to two classes per grade due to the limitation of building capacity. We have continued to maintain a comprehensive curriculum including the arts knowing arts education increases student achievement across grades. Evidence of increased student achievement and engagement has been demonstrated by those students who participate in the arts programs, theater, music, dance, and visual arts. Students are also able to participate in educational field trips across content areas and grade levels. Our teachers continue to be committed to high academic achievement and we have added additional

resources to identify individual needs of students and use this data to inform instruction. Teachers collaborate and meet regularly to plan instruction and analyze data. Instruction is differentiated and technology has been introduced to engage and create an interactive learning environment.

We have taken steps to increase parent involvement by strengthening parent outreach and communication through School Messenger, Learning Leaders Program, parent volunteers, field trips, and needs based workshops.

Needs Based Action Plan

An increase of formal and informal behavioral incidents among our students has informed us of the need to address character building. These basic skills have not been reinforced throughout the students learning experience and need to be incorporated into daily curriculum. Students are distracted from their responsibilities and routines and are losing important academics as a result. We need a long term plan to bring student focus to academics. Students need to take more responsibility for their own learning by having student created interim goals for all subjects while reflecting on their own progress. High expectations need to be consistent across all subject areas. We have incorporated a leadership program to address the behavioral expectations and to increase engagement in academic achievement. We have increased our enrichment after school programs to build student motivation and engagement.

Implications/Outcomes

Teachers will meet with School leaders and /or Lead Teacher for assistance creating lesson plans to ensure student centered learning, address various interests and learning styles, align skills with school wide focus, model lessons, and obtain resources for long term planning. Content and skill connections planning through grade meetings and across disciplines. Intervisitations will help teacher integrate Character education as part of routines and lessons. Community based organizations will be invited to help with this initiative. Parents will be invited to engage in workshops to promote parent involvement in student success. Students will be given leadership roles within the school to promote independence and responsibility.

Early Childhood (Pre-K -2) Data and Evaluation -ELA

We review data from ECLAS, Benchmark Assessments, school based diagnostics, formal and informal classroom observations and student work samples. We find that more than 50% of the students below grade level in areas of reading comprehension and fluency. The majority of the students have mastery in the areas of print awareness, phonemic awareness and decoding. We implement comprehension strategies and strategies for vocabulary development. Data from the running records show that approximately 50% of the students in first and second grade did not fully master the sight words for their appropriate grade.

The students in the subgroup with IEP's and ELL's did not achieve phonemic awareness, comprehension, and fluency. These students have a lack of foundational language skills by school age. The percentage ranges from 3%-11% of ELLs's in grades K-3 respectively and the number of students with IEP's ranges between 3%-48% in grades 1-3 respectively.

Needs Based Action Plan

The school administration examined instructional practices as well as the instructional materials being used. It was determined that teachers needed to increase student engagement through student centered classroom practice. The Workshop Model is used school-wide to create more student centered

instruction. The observations also revealed that teachers need to place the ownership of learning on the students by acting as a facilitator during the instructional lesson. The Workshop Model encourages differentiated instruction and helps students to be more accountable for their learning experience and collaborate in classroom activities. Staff members need to increase student responsibility by conferencing and goal setting. Inquiry based focus is academic vocabulary and higher order thinking strategies based on the Revised Bloom's Taxonomy. Additionally, support material was purchased so that classroom teachers can further differentiate instruction to meet the individual needs of the students. Students are targeted in early childhood based on the E-CLAS assessment and instruction is differentiated based on these early assessments. Pre-K and Kindergarten use teacher created assessment to inform instruction for early language skills.

Implications for the Early Childhood Literacy Instructional Program in 2010-2011

Teachers were given a needs assessment survey of pedagogical proficiency in focus topics including Workshop Model, Using Data to Drive Instruction, Curriculum Mapping, Differentiation, Project Based Learning, and Designing and the Use of Rubrics. Results of this survey demonstrated the need for further professional development in those focus areas of pedagogy. Differentiated Professional Development will be given at grade meetings, individual, and group, professional development to address individual needs. Team grade leaders have been designated to share ideas and collaborate on classroom practices and to turn-key relevant information. Common planning within grades is observed weekly to increase collaboration and common practices. Ideas and practices are shared across grades and disciplines Support for using data to drive instruction is given by data specialists, grade leaders, Lead teacher, and administrators which will lead to full implementation of data driven instruction school-wide.

Professional Development in Differentiated ELA Instruction should be increased to address the Inquiry Focus topics which are academic vocabulary, foundational reading skills, and literacy through writing based on grade and classroom needs. Writing skills are part of the focus areas of needed improvement.

Professional Development in instructional intervention strategies should be increased including strategies to use with students who have IEP's and ELL's. Strategies to help regular classroom teachers and special education teachers collaborate to promote mainstreaming for IEP students is ongoing. Inter-visitation within school building and within network schools to observe and understand strategies to improve intervention and address the needs of these subgroups.

Need for increased time for feedback, reflection and discussion during grade meetings, professional development, and cabinet meetings.

Increased observation and monitoring of ELA instruction should occur through formal observations, walk-throughs and snapshots of classroom instruction.

Elementary Division (Grades 3-5) Middle School (Grades 6-8) Data and Evaluation ELA

The elementary division has diminished student achievement by 24% during the 2009-2010 school year. The performance level of the students achieving 2 or above increases in the middle school grades 6-8. The variables including increased scale scores range by grade results in reduced accuracy in data comparison. Data from the Acuity assessments, practice NYS assessments, benchmark assessments and classroom assessments reveal that the students have very good remembering and using information appropriately. The students did not perform well in areas that required critical thinking, analysis text

and making connections. The reading skills that have been identified for improvement are: figurative language, context clues, drawing conclusions, inference, and evaluating information. Academic vocabulary is a school wide initiative. Writing and reading comprehension are the focus school wide.

The number of ELLs decreases in grades 3-8 and the range decreases from 9%-3% of the grade population. Ell's represent a small percentage of our school population, however due to of the lack of formal education and foundational language skills, these students struggle with grade level reading and comprehension on performance tests. The IEP percentage of student ratio increases in grades 3-8 to the range of 14%-41%. These students display a lower reading comprehension and fluency level with many variables contributing to the data.

Needs Based Action Plan

Instruction in language arts is provided to students in grades three through eight using balanced literacy, Workshop Model. The McGraw Hill Reading program is used to develop students' ability to analyze text. Trade books and leveled readers are used to differentiate instruction to meet the varying needs of the students. Students in grades six through eight receive instruction in language arts through the use of various programs being used to support balanced literacy. Most of the students have been grouped in accordance to performance level and ability. The programs used to support balanced literacy are Glencoe Readers Choice, Voyager Journeys Program and the Performance Series program. The teachers track the students using benchmark assessments and lexile assessments. Performance Series is used to target different reading performance skills and differentiate instruction based on periodic monitoring and progress. Individualized guidebooks and worksheets are provided to improve specific skills. Struggling students are targeted for after school intervention and Saturday Academy.

Implications/Outcomes for Elementary Division ELA Instructional Program are:

Performance Series Professional Development will enable teachers to differentiate and target specific skills instruction. All teachers will use this data and results to support differentiated instruction for all students.

Professional Development through grade meetings, Team Leader collaboration, and individual support using Carol Tomlinson's approach to differentiating instruction should be increased. Resources and opportunities for lesson planning and building teacher capacity are provided by administration. Building capacity within the teacher community will enable all teachers to receive needed support for instruction.

Professional development in Differentiated Instruction should be increased to address the increase in students with IEP's. Introduction of students with IEP's to main stream classroom experience will be part of the focus and collaboration of all teachers. Common planning times for individual grade levels and across grade levels will be increased to share best practice strategies for students who need AIS and Enrichment.

Increased observation and monitoring of ELA instruction should occur through formal observations, informal needs assessments, walk-through, and snapshots done by administrators and professional development support personnel including Lead Teacher, Data Specialists, and Network Leaders

Early Childhood Evaluation and Data -Math

P.S./ I.S. 137 has always had strong math performance results based on the NYS Performance Tests. The data results from the item analysis indicate a need to strengthen numeration skills including number concepts. Early Childhood students are getting basic skills to scaffold as they reach upper level elementary grades. Using supplemental resources including Performance Series and technology enable teachers to target skills for early intervention. Students are participating in music, dance, visual arts, computer, with math skills embedded within the curriculum.

Everyday Math is used with supplemental materials like Scott Foresman workbooks to give additional support for students based on needs. A-Ha Math software for Smartboard instruction is a resource for additional skill intervention. Teachers are learning to use data more effectively to target specific skills and group students more efficiently. They are also using the data to analyze trends for specific student achievement in Math by understanding performance in other content and core subjects. Students are able to understand practical application of math through content area activities and connections. Field trips enhance the curriculum for a more student centered experiential learning environment.

Needs Based Action Plan

Administration, teachers, and support staff need to continue to explore more ways of preparing the students by collaboration with upper grades. They can address specific skills to help increase math critical thinking and problem solving with early intervention. Early childhood teachers are using more technology like Smart board and software to create a more engaged and interactive classroom. Teachers need to increase student awareness of responsible learning by conferencing with students, student goals, and collaborative group learning.

Implications/Outcomes for Early Childhood

Administrators and teachers will increase collaborative planning within grades and across grade levels. Teachers will be more prepared for required grade performance standards and strands in consecutive grades. Students will be exposed to a greater range of skills and strategies to increase performance standards. Using Performance Series assessments will enable teachers to more closely monitor individual student skills and target those skills which need intervention before students have to take state exams.

Elementary Division Evaluation and Data (Grades 3-5) Middle School (Grades 6-8)

There has been and overall decrease in level 3 and level 4 student test results for the 2009-10 school year. Based on the change of range in scale score and upon more detailed analysis there is a drop in skills across the grades in short answer questions and extended response. There is a decline in performance strands per grade as difficulty level increases. The results fall below the city wide average. Inquiry school wide focus is on number concepts for grades 3-5 and multi step problem solving for grades 6-8.

Everyday Math is used in grades 3-5 and Impact Math is the curriculum material used for grades 6-8. Supplemental coach materials are used for intervention and Performance Series is used to target skills and monitor progress.

Needs Based Action Plan

Administration, teachers, and support staff need to continue to explore more ways of preparing the students and collaborate across grade levels to help increase math critical thinking and problem solving skills. Teachers are using Smart board and software to create a more engaged and interactive classroom. Teachers need to increase student awareness of responsible learning by continuing to conferencing with students, set student directed goals, and collaborative group learning.

Teachers need to increase critical thinking by more student center activities including student group collaboration. Performance Series, Acuity, and school created exams will continue to be used to monitor student progress and target specific skills for improvement. After school intervention will provide students with additional support based on individual needs.

Implications/Outcomes for Elementary and Middle School

Administrators, teachers, and students will better understand the goals for skill based instruction. Teachers will continue to use data to drive instruction. Group collaborative learning using the workshop model will give students greater responsibility for their own achievement. More frequent conferencing will help students monitor their own progress and set goals for improvement. ARIS Parent Link will help parents understand their child's strengths and areas of improvement. Teachers will collaborate across grade levels to integrate math skills across content areas with practical application. Teachers will share best practices to enhance the climate of cooperation and collaboration.

Content Area Instruction/ Arts, Technology, Media, Physical Education - Early Childhood (Pre-K-Grade 2) Evaluation and Data

Social Studies, Science, and Visual arts are embedded within the state standards curriculum and teachers are mandated to follow New York State guidelines for instruction. Computer technology, Music, Dance, Media /Library, and Physical Education are part of the curriculum offered to enhance student learning through out of classroom expanded learning. All of the out of classroom activities are given at least once a week to give opportunities to all classroom teachers and students. Studio in a School Early Childhood Program in grades Pre-K –Grade One is building capacity for our early childhood teachers to create a stronger visual arts component within the curriculum. Music programs for early childhood through Carnegie Hall include Musical Explorers. Field trips give students curriculum based experience for additional student reflection and reinforcement of subject. These additional curriculum subjects increase critical thinking skills and add important vocabulary enrichment evidenced by student reflection, accountable talk, and group activities. A parental newsletter is used in Pre- K to help communication and elicit parental support.

Needs Based Action Plan

It is critical to expose students to a variety of teaching strategies to address all learning styles. Teachers need to increase student awareness of their own progress in learning. This will be introduced at the Early Childhood level to reflect on their own learning and to conference with teachers about progress.

Social skills and routines must be reinforced and incorporated into daily instruction for students to be prepared to work collaboratively in upper grades. Critical thinking skills need to be introduced and explicit for student awareness and reflection. Parental involvement, support, and communication will ensure student progress and alignment to school goals for excellence.

Implications/Outcomes for Early Childhood

Early grade support and collaboration is crucial to long term student achievement. Teachers in early childhood introduce and model the strategies and out of classroom experiences will facilitate students to make the transition to upper grades both academically and socially. Conferencing and students reflection will build capacity for students to create learning goals and develop strong academic routines. Continuing to use the Workshop Model of instruction will develop student centered instruction and differentiate within flexible groupings. The school will create more parental involvement by reinforcing communication through School Messenger, newsletters, workshops, and an open classroom environment.

Content Area Instruction/ Arts, Technology, Media, Physical Education (Grades 3-5) Upper Elementary

Social Studies, Science, and Visual arts are embedded within the state standards curriculum and teachers are mandated to follow New York State guidelines for instruction. Computer technology, Music, Dance, Media /Library, and Physical Education are part of the curriculum offered to enhance student learning through out of classroom expanded learning. Introduction of Foreign Language and cluster Social Studies is introduced in the fifth grade curriculum. New Perspectives Shakespeare Theater Program is targeted for middle school grades to integrate the ELA and Arts. Based on past ELA data theater promotes increased Academic Vocabulary, writing, critical thinking, and collaboration. The addition of Foreign Language gives students opportunity to experience learning a second language. Music programs through Carnegie Hall include Link-up which teaches both musical history and instruments. Little Kids Rock brings guitar to our students and we participate in the Metropolitan Opera Guild.

Administrators ensure teachers and students have curriculum materials to support subject area. Goal based integrated curriculum allow students to understand connections across subjects and fulfill expectation through performances and activities related to content.

Needs Based Action Plan

School wide data reveals a need for higher order thinking skills to be practiced. Data has shown the need for better comprehension skills and advanced writing proficiency. Students need more proficiency in evaluating, synthesizing, and practical application of information. Academic vocabulary is a school wide focus. Content area teachers need to collaborate with ELA and Math teachers to embed these skills into content area instruction. There needs to be more connection and consistency throughout the learning community and across all performance strands. Through the content areas teachers are able to use content area curriculum to reinforce skills and themes taught in core subjects. Parental involvement needs to be reinforced and extended communication to promote greater student achievement. Students need more character education and social responsibility. We are partnering with a community based organization to increase awareness and support for our students.

Implications for Upper Elementary

Creating teacher teams across grades and subject area will allow more cohesive curriculum planning. Students will make connections and have reinforcement of targeted skills. Grade leaders communicate across grades at common planning time and at grade meetings. Discussion of themes, skills, and curriculum focus will allow cross curriculum consistency of instruction. Our school has integrated project based learning across disciplines to scaffold instruction and make meaningful connections. Common Core Standards are being introduced into the daily planning. Parent workshops are part of the curriculum planning to gain more parental involvement and support for student academic performance and character building. Teachers are receiving more professional development and partnering with a Community based organization to support character building and social skills which leads to increased academic performance.

Content Area Instruction/ Arts, Technology, Media, Physical Education (Grades 6-8) Middle School Evaluation and Data

Students follow a middle school model for instruction. Teachers follow the NYS Standards of Instruction and performance in Social Studies, Science, Foreign Language, Physical Education, Technology, and Media Arts. Blueprint for the Arts is used to guide all arts instruction including Visual Arts, Music, Dance, and Theater Arts. Special clubs are incorporated into learning experience and are student selected to address diverse student interests and strengths. The clubs consist of students based on merit and include Music, Visual Arts ,and Dance. Additional grants have enable us to include afterschool programs;Costuming and Set Design, Public Art: Mosiacs, and Violin/ Bluegrass Fiddle to increase student engagement and achievement.

Harcourt textbooks are used for Science instruction and Holt is used for Social Studies curriculum. Supplemental materials are also available as additional resources for instruction. We have a full Science Lab, Computer lab, and Robinhood Library with available resources for students. Students demonstrate their abilities through work produced in different areas of instruction culminating in a end of the year showcase.

CHAMPS program in Dance enable student to further their interest and skills which motivate students toward higher academic achievement.

Needs Based Action Plan

Students need to take more responsibility for their own learning by having student created interim goals for all subjects while reflecting on their own progress. High expectations and academic rigor need to be consistent across content areas. Content area subject teachers need to collaborate more effectively with core subjects grade leaders and lead teacher to align skills and themes of instruction. Project based learning across disciplines help students make connections and solidify the learning experience.

Implications/Outcomes for Middle School

Content area subject teachers will meet with grade leaders to collaborate and effectively plan instruction based on collective performance data. Content area subject teachers will recognize student needs more consistently and be able to reinforce skills within their subject area. Teachers will meet

with Lead Teacher, grade leaders, and Assistant Principal for assistance creating lesson plans to ensure student centered learning, address various interests and learning styles, align skills with school wide focus, model lessons, and obtain resources for long term planning.

Character education will be part of routines and lessons to give students guidelines for behavior. Community based organizations will use intervisitations to help with this initiative. Parents will be invited to engage in workshops to promote parent involvement in student success.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> 1. By June 2011 student performance in ELA in grade 3-8 at Level 2 and 3 will increase by 5%-10% and Level 1 students will decrease by 3%-5%. As measured by Acuity, Interim Assessments, Performance Series and NYS ELA Exams.	<input type="checkbox"/> Teachers will continue to target struggling students and target specific skills through ongoing assessments. Data analysis will be used to create a more rigorous instruction and ensure increase in ELA performance on the state assessment.
<input type="checkbox"/> 2. By June 2011 we will increase student attendance by 2%-4%. As measured by daily attendance and School Messenger.	<input type="checkbox"/> We would like to increase our student attendance by using better communication with parents, following up with more outreach to help increase student academic performance which is directly impacted by attendance.
<input type="checkbox"/> 3. P.S./I.S. 137 will continue to increase teacher proficiency in data analysis and data to drive instruction. By June 2011 85% of teachers will demonstrate proficiency in using data to differentiate instruction. Evidence will be through data wall, differentiated lesson planning and data binders.	<input type="checkbox"/> Teacher are continuing to develop skill in data analysis and use of ARIS for a resource to plan and drive instruction. Teachers will be more effective at increasing student achievement through greater proficiency in data.
<input type="checkbox"/> 4. By June 2011 there will be a decrease in student behavioral incidents by 5%-10% evidenced by less in-house detentions and principal's suspensions.	<input type="checkbox"/> There are incidents of bullying and other forms of inappropriate behavior which distract students from their academic focus. We would like to increase student engagement by creating leadership roles for students to build

	academic achievement. <input type="checkbox"/>
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SECTION VI: ACTION PLAN

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

Subject Area

ELA

(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 1. By June 2011 student performance in ELA in grade 3-8 at Level 2 and 3 will increase by 5%-10% and Level 1 students will decrease by 3%-5%. as measured by Acuity, Interim Assessments, Performance Series and NYS ELA Exams.
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<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> Teachers will continue the use of ARIS and Performance Series to drive instruction. Meetings with teachers with regards to utilization of the data from Periodic Assessments/classroom assessments should design/determine targeted lesson planning for students. Professional Development in learning styles and how to use data in program planning and differentiated instruction. Schedule grade meetings to collaborate and share information across grade levels. Informal and formal observations by administrators. Use of formative and summative assessment data to target student needs and to plan AIS, enrichment, and or grade level activities. School wide focus on Academic vocabulary. Inquiry team targets struggling students on levels 1 and 2 for additional AIS on foundational reading skills and literacy through writing.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funds from Highly Qualified (SWP) for professional development to hire educational consultants. Utilizing Empowerment Network leaders to support teachers training. Per Diem funding used to cover classrooms for professional development workshops. Internal D.O.E. funding used to support Citywide Workshops and programs for teachers. Per session funding for afterschool academic intervention for grades 3-8.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Administrators will use informal and formal observation focusing on whether data is being used to plan lessons and differentiate instruction. Artifacts like data binders, data walls, and or portfolios indicating that data is being used for individual needs of students in the classrooms. Teachers will attend and receive support from data specialists and other grade leaders to become proficient in the use of data and drive instruction for student improvement. Performance Series data and instruction given to enable teachers to target specific skill areas for individual student achievement. Teachers have tested students for initial assessment by October 2010 and will periodically retest based on need to monitor progress. Interim assessments are given including Acuity, and practice ELA exams to monitor Students /teacher conferencing used to determine student progress. Specific skills based on analysis of student exam results and interim assessment both formal and informal will be used to determine and guide instruction and add to academic progress in ELA.</p>

Subject Area

Attendance

(where relevant) :



<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>2. By June 2011 we will increase student attendance by 2%-4%. as measured by daily attendance reports and School Messenger.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> We will continue to monitor daily attendance and use School Messenger for reports and additional communication with parents. Family workers will continue to follow –up with phone calls and home visits to stress the importance of daily attendance. Parents meetings will be scheduled with Administrators based on individual evaluation. Informational parent workshops and parent letters will continue communication about student progress. Students will receive incentives for attendance.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Utilizing Empowerment Network leaders to support teachers training. Per Session funding will be used to fund additional home visits and outreach. Funding for parental involvement to conduct workshops for parents. Translation funding used for outreach to Spanish speaking parents.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Family workers will analyze daily attendance reports and refer to School Messenger reports for excessive absences. Home visits and phone call will be used to verify reasons for absence. Follow –up will be made with parent meetings. Progress will be monitored with ATS daily reports and School Messenger.
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Subject Area

Data

(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	3. P.S./I.S. 137 will continue to increase teacher proficiency in data analysis and data to drive instruction. By June 2011 85% of teachers will demonstrate proficiency in using data to differentiate instruction. Evidence will be through data wall, differentiated lesson planning and data binders.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Professional Development provided on topics that focus on using data to inform instruction. Teachers use data and student conferencing to work with small groups of students who have been identified as at risk as well as enrichment students. Inquiry team targeted students are monitored for sampling of overall student academic achievement and progress.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the</i>	<input type="checkbox"/> Funds from Highly Qualified (SWP) for professional development to hire educational consultants. Utilizing Empowerment Network Leaders to support teachers training. Per Diem funding used to cover classrooms for professional development workshops. Internal D.O.E. funding used to support Citywide Workshops and programs for teachers.

<p><i>actions/strategies/activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student conferencing, data collection through Performance Series, Acuity, New York State Exams used to determine needs of individual students. Inquiry team targeted students are monitored for sampling of overall student academic achievement. Student centered instruction based on ability /and or interest. Skill assessment based on individual evaluation through Performance Series and skill based student work. Informal and Formal Observations as evidence of Workshop Model and use of data. Student centered learning observed by walkthroughs and snapshots of classroom lessons. Ongoing meetings with teachers Professional Development Team Meetings, Cabinet meetings, and Grade Meetings to reinforce Middle School implementation</p>

Subject Area

Student Behavior

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 4. By June 2011 there will be a decrease in student behavioral incidents by 5%-10% evidenced by less in-house detentions and principal’s suspensions.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation</i></p>	<p><input type="checkbox"/> The Leadership Program is mentoring teachers in how to incorporate character based skills and social behavior. They conduct in class modeling of instructional techniques and strategies with students in order to establish routines and behavioral guidelines. Teachers will then be able to continue this integration of skills within their academic program.</p>

<p><i>timelines.</i></p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Funds from Highly Qualified (SWP) for professional development to hire educational consultants. Utilizing Empowerment Network Leaders to support teachers training. Per Diem funding used to cover classrooms for professional development workshops.. Grants from private organizations will help this initiative.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Formal and informal school based assessment will indicate understanding of skills. Decrease in behavioral incidents will prove effectiveness of social and behavioral guidelines. Increased academic focus will be evidenced in increased academic achievement through assessment data.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services	
	# of Students Receiving AIS		# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	1	1	N/A	N/A					
1	2	2		N/A	1				
2	1	1	N/A	N/A					
3	15	15	N/A	N/A	13		4		
4	16	16	16	16	3		1		
5	12	12	12	12	5		1	1	
6	13	13	13	13	1				
7	14	14	14	14	4				
8	15	15	15	15	2				
9									

10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>Grades K through 2, Words Their Way, Buckle Down, AIS services provided Monday through Thursday during the 37.5 minutes. Extra push –in ,small group instructional periods during the school day Monday through Friday. Small group instruction and one-to-one tutoring daily.</p> <p>Grades 3-8: 37.5 minutes, Monday- Thursday, small class ELA skills review .</p> <p>Grades 3-8: Saturday Academy- 16 weeks - 3 hours of Small Class ELA remedial instructions, Foundational ELA and writing skills focus.</p> <p>Grades 3-8: Extended Day, 4 hours weekly after school skills instruction. After school RTI used to build upon targeted skills based on individuall data analysis.</p>
Mathematics:	<p><input type="checkbox"/> Grades K-5-: A-HA-Math resource Small group instructions Smartboard interactive learning</p> <p>Grades K through 2 - Small group instructions during the school day Monday through Friday</p> <p>Grades 3-8: 37.5 minutes Monday-Thursday, small groups math standards performance indicators review.</p> <p>Grades 3-8: Extended Day, 4 hours weekly after school skill instruction</p> <p>Grades 3-8 Saturday Academy- 12 weeks 3 hours of small class mathematics remedial instruction</p>

Science:	<input type="checkbox"/> Grades 4- 37.5 minutes, Monday- Thursday Grades 8- 37.5 minutes, Monday-Thursday - Lab instruction- Project Based Learning- Exit Projects
Social Studies:	<input type="checkbox"/> Grade 5: Extended Day AIS -4 hours per week –Monday -Thursday Grade 8: 37.5 minutes, Monday- Thursday, Extended Day Program (5 Weeks)Project Based Learning- Exit Projects
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> ERSSA Counseling for targeted at risk students Personal evaluation survey to provide counseling based in individual needs. Peer Mediation groups Personal Care and Safety informational sessions Peer Pressure and Bullying conferencing and prevention counseling
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Individual Counseling Evaluation of referred at risk students Parent conferencing and referrals for outside CBO counseling services
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Counseling for at- risk teacher referred individuals. Mandated individual counseling
At-risk Health-related Services:	<input type="checkbox"/> Mandated Adaptive Physical Education Mandated Occupational Therapy Mandated Speech and at risk referrals

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

n/a

Number of Students to be Served:

LEP n/a

Non-LEP n/a

Number of Teachers n/a

Other Staff (Specify) n/a

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

n/a

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

n/a

Section III. Title III Budget

—

—

School: n/a

BEDS Code: n/a

—

Allocation Amount:

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	n/a	<input type="checkbox"/> n/a
Purchased services - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/> n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	n/a	<input type="checkbox"/> n/a
Educational Software (Object Code 199)	n/a	<input type="checkbox"/> n/a
Travel	n/a	<input type="checkbox"/> n/a
Other	n/a	<input type="checkbox"/> n/a
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

□

1. The following are ways that are used to assess the school's written and oral translation interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand:
- Students' home language data is checked using ATS
 - Parents are interviewed
 - The annual school report card demographics information is reviewed

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.

1. The school's written translation and oral interpretation needs have been met. Our needs are met using the following:
 - Workshops are given by the PTA and school
 - Memorandums are sent home in native language translations
 - The staff is informed of the needs of the community by way of faculty and grade conferences
 - Interpreters are used to facilitate parent conferences
 - Direct parent letters are given to the students to deliver to their parents or guardians with documents translated into native language.

Part B: Strategies and Activities

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

1. The school will duplicate and distribute translated copies of letters to the parents of non-English speaking parents. We will use the Department of Education's translated copies of centrally distributed letters and in-house school staff will provide Spanish, French, and Chinese letter translations of school based letters.

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.

□

2. School staff will provide Spanish, French, and Chinese translations as necessary for parents of non-English speaking students. If other languages are required, school will call central providers for translation where needed.

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>.

□

1. The school will provide copies of the Parent Bills of Rights to all parents and will post it in conspicuous places within the school. The school safety plan will include procedures for ensuring that parents are in need of language assistance services and are not prevented from reaching the school's administrative offices solely due to language barriers. Communication will also be via School Messenger, PTA parent volunteers, and in house language translator.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	402,325	18,156	420,481
2. Enter the anticipated 1% set-aside for Parent Involvement:	4023.00	182.00	4,205
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20,116	* 908.00	21,024
4. Enter the anticipated 10% set-aside for Professional Development:	40,232	*	40,232

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

89

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

School implements intervisitations, professional development sessions both in school and through collaboration with network leaders.

Teachers are sent to workshops and courses geared to their individual needs and course content in order to achieve highly qualified status.

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

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

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

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

This policy is written in collaboration with the parent members and the appointed administrator of the school. This team develops the mission, establishes purpose, and defines the roles and objectives of the Parent - Advisory Council (PAC) of PS/IS 137.

The Rachel Jean Mitchell receives funds under the Title 1 No Child Left Behind Act of 2001. The NCLB Act was created to implement supplemental instruction programs for students. The procedure outline here constitutes PS/IS 137's policies for parental involvement, support services and activities regarding Title 1 funding.

For the purpose of this parental policy involvement policy “parent” will be defined as:

- Legal guardian
- Custodial
- Foster Care
- Persons in Parental Relations

The purpose to this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach at minimum, proficiency on challenging State academic standards and State academic assessments.

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

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

□

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

- Monitoring amount of television their children watch
- Volunteering in the school (Learning Leaders)
- Attending P.T.A./PAC meeting, workshops
- Attending Parent-Teachers Conferences
- Staying informed about my child's education and communicating with the school by promptly reading all notices, flyers and communication from the school and responding in a timely manner.
- Serving, if possible on the PAC, SLT or other school advisory groups.
- Review on an everyday basis, all notebooks brought home. Check notebook or book bag for notices, flyers from the school.
- Check book bag for homework and ensure students are completing their daily assignments

Student Responsibilities 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 at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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.

P.S./I.S. 137 using needs assessment plan for improvement of student achievement based on the data in the School Report Card and Quality Review

2. Schoolwide reform strategies that:

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

Refer to Needs Assessment, AIS, NCLB Part A

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.

Refer to Needs Assessment, AIS, and School Reflection

o Help provide an enriched and accelerated curriculum.

Refer to Needs Assessment, AIS, and School Reflection

o Meet the educational needs of historically underserved populations.

Refer to needs Assessment and AIS

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.

Refer to AIS, Needs Assessment, NCLB Part A, and School Reflection

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

Refer to NCLB Part A

3. Instruction by highly qualified staff.

Refer to NCLB Part A

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.

Administrators through informal, formal observations, and walkthroughs, will make decisions in order to differentiate professional development based on individual teachers needs. A teacher survey will help determine best practices and proficiency in school wide improvement topics reflected in school wide goals. Outside consultants both in Network and outside sources, professional development team including the Lead Teacher will participate in our plan to ensure ongoing professional development. Intervisitations will take place both within our school and other peer schools.

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

.

Administration will work with Network Leaders to ensure teachers are highly qualified. Our school will continued to promote and foster academic excellence in education. P.S./I.S. 137 continues to be in good standing with the New York State.

6. Strategies to increase parental involvement through means such as family literacy services in our Robinhood Library and open access for families through extended library hours.

P.S. /I.S. 137 located in District 23 will foster parental involvement towards ensuring student's academic, social, and emotional success.

Through school parent and community partnership we will be able to increase student achievement.

During the school year of 2010-2011 there are a number of opportunities for parents to participate in the school. They are offered flexible scheduling times to attend monthly evening meetings via PTA/PAC and the Learning Leader Program. Parents are able to attend workshops such as the Core Content areas relating to the ELA, Math and Social Studies State Exam are given by Highly Qualified teachers

within our school. Additional workshops are given by various staff members including topics, Asthma, Bed Bugs, Peer Mediation Parent Group, Parent Education, Child Abuse, Visual Arts, and Craft Activities.

The creation of our monthly Newsletter to our parents keeps them informed of upcoming events and schedules during the month. Our School Leadership Team (SLT) were trained and developed, modified and evaluated their CEP and also participated in PBD (Performance Driven Budgeting). There was about a 25% improvement rating in attendance at our meetings and workshops

This new school year 2010-2011 we want to increase parental involvement by continuing to use the effective strategies of last year to engage our parents. In addition we have added more parent workshops based on parent surveys. We plan to have Family Day with student performances and various community organizations such as health care programs will be invited. We are increasing our arts performances in theater, music, dance , and visual arts to futher engage parents in students education. Parents will have access to the school website in which they will be able to see posted homework and announcements from their child's classroom. There will also be a Parent resource link so they can have 24/7 access to information. Parent Connect/ ARIS was introduced to the parents and folow up workshops will be forthcoming. We will continue to use the School Messenger for mass phone calls and outreach home visits for increase parent communication regarding student attendance.

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.

We have a Pre-K program in which the students are invited to kindergarten classes to transition easily to the early childhood programs. The students are introduced to the Early Childhood arts program including dance, music, and visual arts to allow the natural creativity to aid in assimilation to Early Childhood academic programs. Students participate in field trips along with other early childhood grades to facilitate social

and behavioral responsibility. The students participate in school wide arts performances to engage in cooperative activities and develop understand collaboration.

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.

We use formative and summative assessments including Acuity, ELA and Math NYS practice exams, Performance Series, and teacher created assessments are used to evaluate a student's academic progress holistically. Progress reports are generated by teachers to maintain parent involvement and communication about students learning experience. Student goal setting and teacher conferences further build teacher/ student relationships and aid in promoting student responsibility for academic achievement.

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.

In addition to using various forms of evaluation to ensure struggling students are identified, ongoing data analysis is used to identify deficient skills and AIS is provided. After school instruction, Saturday Academy, and early morning intervention give students a choice of programs to maximize student participation and mastery of skills identified. In class small group instruction and peer tutoring allow student cooperation and responsibility for learning. Grade meetings are used to discuss student progress and inform best instructional practices to serve individual student needs. All teachers have access to ARIS and Performance Series to inform effective and timely intervention to those students in need of additional skill based instruction.

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.

Please refer to Section VI of our school's action plan and alignment of funds and allocations.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan

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

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

Program Name	Fund Source (I.e., Federal, State, or Local)	Program Funds Are "Conceptually"1 Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes2 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		
Title I Basic	Federal	x				X 28-32
Title I ARRA	Federal	x				x 28-32
Title II	Federal	x				x 28-32
Title III	Federal			x		
IDEA	Federal	x				x 36-37

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

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

NCLB / SED STATUS:

SURR PHASE / GROUP (IF APPLICABLE):

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

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

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>

Part A:

For Title I Schools

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

There are 27 general education students presently in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Students participate in all school activities available to all our student population.

Students are evaluated in an ongoing basis through formal and informal assessments. Students conference with teachers about goal setting and academic needs. Individual counseling and mentoring is available as well as AIS. We have a Leadership Program to build character and self esteem integrated into Core Curriculum instruction.

After school programs are available both in academics and enrichment during the school year.

Saturday Academy and Robinhood Library programs will be offered to assist both parents and students.

Parent workshops are offered during the school year and our Parent Coordinator and Shelter Liaison are available to address the needs of this population.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S./I.S. 137 Rachel Jean Mitchell					
District:	23	DBN:	23K137	School		332300010137

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	17		90.0	90.7	90.0
Kindergarten	31	38	32				
Grade 1	64	40	37	Student Stability - % of Enrollment:			
Grade 2	41	68	34	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	52	33	58		89.6	88.3	88.0
Grade 4	46	34	31	Poverty Rate - % of Enrollment:			
Grade 5	29	31	32	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	28	32	29		90.7	80.5	92.8
Grade 7	33	32	33	Students in Temporary Housing - Total Number:			
Grade 8	48	37	31	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		3	38	24
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		3	0	0
Ungraded	0	2	6				
Total	390	365	340				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	32	32	29	Principal Suspensions	3	7	10
# in Collaborative Team Teaching (CTT) Classes	13	10	7	Superintendent Suspensions	13	4	11
Number all others	18	25	22				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	41	35	34
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	13	4
# receiving ESL services only	22	21	TBD				
# ELLs with IEPs	0	2	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	2	1	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	2	% fully licensed & permanently assigned to this school	97.6	100.0	97.0
				% more than 2 years teaching in this school	78.0	68.6	85.3
				% more than 5 years teaching anywhere	68.3	68.6	73.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	83.0	85.3
American Indian or Alaska Native	0.8	0.8	0.6	% core classes taught by "highly qualified" teachers	88.9	94.6	89.2
Black or African American	80.3	81.1	74.1				
Hispanic or Latino	16.2	15.3	24.7				
Asian or Native Hawaiian/Other Pacific	1.0	1.1	0.6				
White	1.5	1.4	0.0				
Male	50.8	51.5	50.9				
Female	49.2	48.5	49.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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:

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	D	Overall Evaluation:				UPF	
Overall Score:	26.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				UPF	
School Environment:	3.5	Quality Statement 2: Plan and Set Goals				UPF	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				UPF	
School Performance:	4.5	Quality Statement 4: Align Capacity Building to Goals				UPF	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				UPF	
Student Progress:	16.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

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

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

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

The Rachel Jean Mitchell School (P.S./I.S. 137) Title 1 Parent Involvement Policy

This policy is written in collaboration with the parent members and the appointed administrator of the school. This team develops the mission, establishes purpose, and defines the roles and objectives of the Parent - Advisory Council (PAC) of PS/IS 137.

The Rachel Jean Mitchell receives funds under the Title I No Child Left Behind Act of 2001. The NCLB Act was created to implement supplemental instruction programs for students. The procedure outline here constitutes PS/IS 137's policies for parental involvement, support services and activities regarding Title 1 funding.

For the purpose of this parental policy involvement policy “parent” will be defined as:

- Legal guardian
- Custodial
- Foster Care
- Persons in Parental Relations

The purpose to this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach at minimum, proficiency on challenging State academic standards and State academic assessments.

The Rachel Jean Mitchell School's Title I Parent Involvement Policy will address four major components; consultation, annual meetings, parental activities, and visitation.

1. **Consultation** - Parents will be involved in the planning, evaluation, and implementation of programs relating to Title I and the NCLB Act. Also, there will be a reasonable support for these activities. Parents will be given a comprehensive range of opportunities to become informed in an ongoing manner of all Title 1 programs. Consultation will be provided for parents for their input so parents and educators can work together to our school's objectives through the following:
 - Parent Advisory Council - Keep all parents notified and informed on an ongoing basis of Title 1 programs and objectives.
 - P.T.A. /PA – Parent, Teacher, organization of the school, whose duty is to represent parent's issues and concerns.
 - SLT - Parents review CEP, policies, and instructional standards of the school.
 - Parent Coordinator – Create a welcoming environment for parents, conduct outreach to engage parents in their child's education and to support and work closely with the P.T.A, PAC, SLT, and community organizations.

PS/IS 137 PAC will create a schedule that lists its monthly meetings to inform parents of their rights and responsibilities pursuant to the Title I guidelines. Written programs will be provided to parents for the discussion, review and recommendations. Information will be distributed to parents as well. Our CEP will be jointly developed by parental input.

A final draft copy will be available to the parents, P.T.A. President and PAC Chairperson at least 10 days before June 30th of every year. Additional copies will be made available to interested parents at our Annual Title 1 meeting in October. Copies of the CEP shall also be kept for parental review in the offices of the Parent Coordinator and the P.T.A. President.

PS/IS 137 and parents will conjunctively work together to attain high student performance by the following:

- Extended school days
- After school programs
- PD for teachers
- Saturday Academy
- Review school data (school report card, grow report, CEP)
- Students on time and prepared
- Volunteering (Learning Leaders, P.T.A.)
- Attending P.T.A./PAC meetings and Parent Conferences
- Requesting school-based services
- Performance Series
- Make sure H.W. is done every night

Written parent concerns regarding Title I funds shall be forwarded to the PAC Chairperson at P.S. 137 – 121 Saratoga Avenue Brooklyn, NY 11233

Parental notification of instructional programs, performance standards and assessments instruments as well as their child's individual student assessment results and proficiency levels and their meaning; promotion policy, after school, and summer programs will be address through the following:

- Annual meeting in October
- End of school term meeting in May
- Monthly P.T.A. /PAC and CBO's meetings and workshops
- Monthly Parent Coordinator Meetings
- ELA, Math and Social Studies Workshops

In order to increase the participation of parents with disabilities, PS/IS 137 will accommodate those parents. Parent meetings and workshops will be conducted on the first floor. Family workers can make home visits to parents who cannot come up to the school.

Parent notifications, reports, and explanations are disseminated in understandable and practical way that parents can understand. Announcements will be given out whenever possible in Spanish, Haitian Creole, etc. Translation for parent meetings is also available within our school from our Learning Leaders volunteers, family workers and staff members. Parents will be encouraged to participate on the advisory councils and CEP reviews panel and or other school-based planning and decision making committees. Meetings should take place before, during or after school the regular school day.

Parents will be notified through monthly calendars, newsletters, and flyers. Meetings are scheduled at various times during the day and after the school day to encourage parents.

PS/IS 137, supports and encourages parents in getting the skills and outreach they may need to be more effective in their child's education. The following programs and workshops have been designed or implemented by PS/IS 137 and parents:

- Parent Math and Literacy Development
- Parenting Skills/Family Support Resources.
- Leadership Development
(P.T.A, PAC, SLT, Learning Leaders, and other subcommittees)
- Understanding and participation of instructional initiatives
- Workshop on Title 1 laws and the No Child Left Behind Act of 2001
- Dial - a Teacher
- School-Based Support Services
- Provide the coordination, technical assistance, and other support e.g.
(Parent Coordinator, Lead Teachers, Assistant Principals) in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- Conduct outreach activities and training parents, especially new parents and non-English-speaking parents.
- Provide a Parent Room in which parents feel welcomed and can use to coordinate parent involvement activities
- Provide resources for family outreach to assist and inform parents, and involve them in the school community.

2. **Annual Meetings** – Every year in the month of October, each parent will receive at the start of the new school term a letter of invitation to our annual Title I meeting. At our annual Title I meetings parents are informed of opportunities for involvement in the development of policies, program activities and procedures for ongoing involvement at PS/IS 137. The principal, parent coordinator and the PAC chairperson will work during the summer to schedule PAC meetings for the school prior to October of each school year.

3. **Parent Involvement Activities** - Each Title I school within District 23 must set aside no less than the minimum of 1% of Title I project funds for parental involvement activities which includes but not limited to:
 - Funds may be used for transportation, materials supplies, postage, and refreshments at the monthly meetings
 - Funds will be provided for parents who at any Regional/District/Citywide workshops. Reasonable expenditures for refreshments of food particularly when such sessions/meetings /workshops extend through mealtime will also be covered
 - Project funds may be used to support a Title I Conference or Region II Parent Conference
 - Project funds may be used to support a parent retreat for the purpose of budget and program planning with district staff. This will support allowable expenditures for parent involvement.

To increase school staff and parental relations, PS/IS 137 will do the following:

- Educate the principal, vice-principals, parent coordinator, teachers, pupil personnel and other staff members to work with parents as equal partners.
- Encourage regular visits by parents to come in to our school.
- Provide parents with training and resources to help them help their child.
- Plan celebrations, clubs, and workshops that will build on school-staff and parent relationships.

PS/IS 137 - is committed to its efforts of developing strong ties with our parents and our community. We believe in the policies put forward for our school and for our parents. We believe to improve the academic and social skills of a child, it takes more than just the school, and it is a mutual effort of the parents and community as well. We will continue to identify and tear down barriers that have set limits to what our students can achieve. By evaluation and review of this parental involvement policy, we can promise our students and parents a better future for tomorrow.

The Role and Responsibility of the Parent Advisory Council – (PAC)

The No Child Left Behind Act requires meaningful consultation with the parents of Title I participating children. To uphold this policy - the planning, development, implementation and evaluation of Title I programs, PS/IS 137 and the (PAC) in partnership will work together on the following:

- Have at a minimum (5) meeting per school year.
- Distributing to their membership a written Parent Involvement Policy Statement.
- Informed parents about our annual Title I meeting in October.
- Distribute information and parental outreach to parents to attend annual meeting.
- Attend conferences, workshops, National and Regional Title Conferences.

Qualifications of the PAC

Members of the PAC of PS/IS 137 must be a parent of a child attending a school in District 23 and /or meet the following criteria;

- Their child must receive Title I services or attend a SWP school.

Election/Voting Procedures

Members of the PAC of PS/IS 137 will abide by the following election/voting procedures:

- Elections will take place every two years on the 2nd Wednesday in June.
- Nominations committee will be formed in May
- A quorum of (7) parents must present to conduct official business of the PAC.
- Absentee ballots/nominations or voting by proxy is not permitted.
- Vacancies will be filled by the next highest-ranking officer and/or by special election at the next PAC meeting.

The Duties of the PAC - Chair, Vice Chair and Secretary

The Chairperson Duties:

- Speak out for parent's issues and concerns and the needs of all Title I students.
- Work with the Parent Coordinator and the P.T.A. to actively increase parental involvement.
- Have meetings during the day and evening to accommodate all parents.
- Provide up-to-date information and workshops on the No Child Left Behind Act
- Provide parents with information to educational programs, meeting and workshops that will help to support their child's academic success.

The PAC Vice-Chair Duties:

- Take the place of the PAC Chair if he/she is unable to fulfill their duty at a parent meeting or consultation.

The PAC Secretary Duties:

- Keeping an accurate record of all minutes and agenda's.
- All P.S. 137's Parents -School Compacts, Title I Policies and Budget Proposals on file for distribution and review.

Review of Title I Policies should take place every year at a determined date set by PAC chairperson and principal. Any amendment should be brought to the PAC executive board to be voted on at a later date by the general assembly.

Term of Officers

All PAC Officers are elected to serve for a two-year term. No officer should have more than a four year term unless there are no parents to fill in the PAC executive board positions.

4. Visitations Regular school visitations by parents are always encouraged by the Parent Coordinator, the PAC Executive Board, and by our school Principal.

PAC's should conduct a least (5) public meetings per year and maintain records of meetings including agendas, minutes and attendance sheets.

PS/IS 137
School – Parent Compact
September 2010

The Rachel Jean Mitchell School – P.S./I.S. 137 is receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA), must develop a written school-parent compact jointly with the parents for all children participating in Title I, Part A activities, services, and programs. This compact is part of the school's written parental involvement policy developed by the school and parents under section 111(b) of the ESEA. This compact will outline how parents, 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 New York State high performance standards.

School Responsibilities

PS/IS 137 provides a high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

The Chancellor's Balanced Literacy program is utilized in all grades and is scheduled and apportioned by our Balanced Literacy Prototype. Grades K – 2 use *Open Court* materials to provide phonemic awareness instruction and supplemental programs to provide an interdisciplinary curriculum of coherent, sequenced, specific knowledge. Other early childhood programs such as *Earobics*, *Buckle Down*, *Performance Series* are used as supplementary elements of our Balanced Literacy instruction. In addition, the early childhood technology specialist develops students' phonemic awareness through the literacy – technology program. Weekly staff development and study groups conducted by the Assistant Principals and Lead Teacher with high quality professional development in English Language Arts instructional techniques and strategies. Monthly assessments, ECLAS, and progress monitoring through running records are used to provide ongoing assessment. Full-day paraprofessionals or parent volunteers work with all Pre-K and Kindergarten teachers to reduce class size and provide additional instruction and support. All of the students in grades K-3 receive the benefit of reduced class size afforded by Early Childhood Reduction funds. The elementary division ELA Balanced Literacy program utilizes the McGraw Hill reading program, supplemented by the trade books and DEAR (*Drop Everything and Read*) time (silent reading of a book of a student's choice for 75 minutes per week), skill-based guided reading groups in addition to usage of Test Ready and STARS for test preparation. Early Childhood Level I students at risk for reading failure are referred for Harcourt and Earobics. Elementary Level I students are referred for morning AIS, small group interventions, Performance Series as well as Extra-instructional Time, Academic Extended Day and Saturday Academy. Level II students in the 6-8th grade also benefit from classroom based Read 180 program intervention, a centers-based computerized, individually paced program from Scholastic.

With regard to mathematics instruction our school uses the Chancellor's *Everyday Math* program for Grades K-5 supplemented by Scott Foresman Math for at risk students. Grade 6-8 utilizes the *Impact Math, Math Advantage and March-to-March* programs. Regular math professional development by the Early Childhood Coordinator and teacher leaders positively impacts our math instruction by providing teachers with specialized coaching in effective math pedagogy as well as cycles of modeling, observation, inter-visitations and feedback for new teachers and teachers whose children are not meeting their goals. Supplementary use of *Measuring Up, NYS Math Coach, and Performance Series as well as usage of Math games, Smartboard technology, and manipulatives* significantly focuses our instructional and test preparation and test sophistication programs. Pull-out and push-in math tutors assist with the provision of skills-based math instruction, monthly school-wide practice tests, the citywide Interim Assessments (predictive and diagnostic) and teacher-made tests.

Our in-house after school and Saturday program is primarily geared toward academic improvement and test preparation. Our Champs sports programs features the boys/girls dance group.

In addition to our academic and extra-curricular programming, students receive training in conflict resolution, social and self-awareness, sound decision-making, career planning, and stress management. These programs when combined with services provided by our school based support team (guidance counselors, social worker, and school psychologist), the guidance intervention, conflict resolution and crisis intervention programs promote a calm, safe and orderly environment where students' learning is prioritized and maximized.

P/IS 137 will provide reasonable access to staff by having an open door policy. Our Parent Coordinator is here to create a welcoming environment for our parents and to coordinate any meetings between parents and teachers. If applicable, teachers could meet with parents on prep periods. Sometimes, they may have to be advance notice. Parents can meet with the parent coordinator, guidance counselor or assistant principal in the morning before the school day has started. Parents also have the option of calling the school, and if possible, have a phone conference with the teacher.

Providing parents opportunities to volunteer and participate in their child's class, and to observe classroom activities:

PS/IS 137 will provide volunteer training twice a year through the *Learning Leaders* Program. Parents can be elected to the P.T.A., PAC, SLT, etc. We also offer an "Open House" for parents and we have a first day "Back to School" celebration for parents, teacher, and students to interact in the classroom. Parents can observe their child's classroom by appointment or school tour given by the P.T.A. They can observe their child's class work and folders by appointment, or at the Parent-Teacher Conferences.

Parent Responsibilities

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

- Making sure homework is completed everyday.
- Monitoring amount of television their children watch
- Volunteering in the school (Learning Leaders)
- Attending P.T.A./PAC meeting, workshops
- Attending Parent-Teachers Conferences
- Staying informed about my child's education and communicating with the school by promptly reading all notices, flyers from the school and responding in a timely manner.
- Serving, if possible on the PAC, SLT or other school advisory groups.
- Review on an everyday basis, all notebooks brought home. Check notebook or book bag for notices, flyers from the school.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's standards. Specifically, we will:

- Come to school every day on time and prepared to learn.
- Wear our uniforms every day.
- Respect teachers and other staff members.
- Respect ourselves and other classmates.
- Read at least 30 minutes every day outside of school time.
- Hand in our homework and assignments every day.

Teachers Responsibilities

We, as teachers, will share the responsibility to improve our academic achievement and achieve the State's standards. Specifically, we will:

- Preparing relevant lessons plans daily for each subject area taught.
- Providing opportunities for student performance through challenging experiences.
- Communicating with parents of children needing additional support.
- Monitoring class work, homework, and student progress.
- Attending scheduled Parent-Teacher Conferences, meetings, and conferring with parents as needed.
- Participating in weekly staff meetings, professional development, study groups, and grade conferences.
- Ensuring a safe learning environment where all students are encouraged to achieve.

- Hand out notices and flyers in timely manner to our students.

Services Offered

PS/IS 137 has a wide range of intervention services and resources to help our students achieve the highest level of enrichment and academic success and ensure that social/emotional needs are address through the following:

1. Guidance Counselor Intervention

- Group and individual counseling
- Students not meeting Promotional/Performance Standards
- Students experiencing behavioral/emotional/family issues negatively impacting on learning.
- Referrals to supportive agencies
- High School Articulation

2. School Psychologist

- At risk resource room
- Group or individual counseling
- Testing academic and performance levels

3. Social Worker

- Small group instruction or individual counseling
- Peer Mediation Group
- Referrals to supportive agencies

4. ESL Teacher

- Works with students and parents who speaks English as a second language or have minimal proficiency with English.
- Provides testing

5. Assistant Principal

- Address behavioral and discipline procedures
- Informs and updates parents
- Referrals to internal service providers

6. Student Enrichment Services

- Extended Day
- Saturday Academy
- After School Reading and Math Programs
- Small group tutoring
- Art Programs
- Instrumental Music Programs
- SETTS – Resource Room

- Adaptive Physical Education
- Champs
- Middle School Clubs

School/Parent/Community Support

Teamwork through Collaboration is the key to our success! Parents are Parents in their child's education. We believe the school, parents and community based organizations (CBO's) all play a part in the education, emotional, and social needs of a child. PS/IS 137 will play a pivotal role in our responsibility to create an environment that is conducive to parental involvement and establishing resources for all parents by the following:

1. Parent Coordinator

- Build a positive relationship with the members of the school community; including the principal, parents, teachers and the students.
- Accessible to assist parents with issues and concerns related to their child and/or the school.
- Assist parents in knowing how to support their child's learning.
- Provides training for parents to become Learning Leaders volunteers.

2. Community Education Council Member

- Address issues and concerns within the community.
- Address policy within District 23.
- Meetings are provided for parents once a month at different schools.

3. P.T.A. and P.A.C.

- Represent the parent and teacher membership
- Holds meetings monthly
- Responsible for updating parents and sending home important information that affects the parent membership
- Plans workshops and celebrations in the school
- Make Title I Parental Involvement funding decisions in consultation with the principal

4. Community Based Organizations

- Provide extracurricular activities, such as dance, music, theatre, home economics, and arts and crafts.
- Provide outreach to parents and includes parents in activities as well.
- Provide enrichment activities to testing grades.

5. College of New Rochelle

Parent and Community Engagement Needs Assessment and Action Plan

Needs Assessment:

P.S. /I.S. 137 located in District 23 will foster parental involvement towards ensuring student's academic, social, and emotional success. Through school parent and community partnership we will be able to increase student achievement.

During the school year of 2010-11 there are a number of opportunities for parents to participate in the school. They are offered flexible scheduling times to attend monthly morning and evening meetings via PTA/PAC and the Learning Leader Program. Parents are able to attend workshops such as the Core Content areas relating to the ELA, Math and Social Studies state Exam. Parents are offered workshops for the students in special education classes to promote parent /child interaction.

The creation of our monthly Newsletter to our parents keeps them informed of upcoming events and schedules during the month. Our School Leadership Team (SLT) developed, modified and evaluated their CEP and also participated in PBD (Performance Driven Budgeting). There was about a 25% improvement rating in attendance at our meetings and workshops

Within this new school year 2010-11 we will continue to use the strategies of last year to engage our parents. In the spring we plan to have our third annual Spring festival and various community organizations such as health care programs will be invited.

Parents will have access to the school website in which they will be able to see posted homework and announcements from their Childs classroom. Parents have access to ARIS Parent Link and have been trained to utilize the results for student monitoring

and support their children's progress. There will also be a Parent resource link so they can have 24/7 access to information. We will begin to use the auto-dialer for mass phone calls and post cards for increase parent communication regarding student attendance.

We are continuing to advocate parental involvement through workshops, parental assistance, Learning Leaders program, and SLT involvement, and extra curricular family activities in order to build capacity for student academic success.

**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 407	District 23	School Number 137	School Name Rachel Jean Mitchell
Principal Winston Riley		Assistant Principal Karen Wilson -Palmer	
Coach None		Coach None	
Teacher/Subject Area Linda Sedda /Lead Teacher		Guidance Counselor Marilyn Sujakumar	
Teacher/Subject Area Shirley Villagonzalo/ESL		Parent Erwin Charles	
Teacher/Subject Area		Parent Coordinator Jan Potter	
Related Service Provider Leon Skobelsky		Other Debra Aguilar	
Network Leader Varleton McDonald		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	345	Total Number of ELLs	17	ELLs as Share of Total Student Population (%)	4.93%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In		4	2	2	1	0	3	0	3					15
Total	0	4	2	2	1	0	3	0	3	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	0	0	1	0	0	1	0	0	14
Total	12	0	0	1	0	0	1	0	0	14

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		4	2	1	1		2		1					11
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1			1		1					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					2
TOTAL	0	4	3	2	1	0	4	0	3	0	0	0	0	17

Part IV: ELL Programming

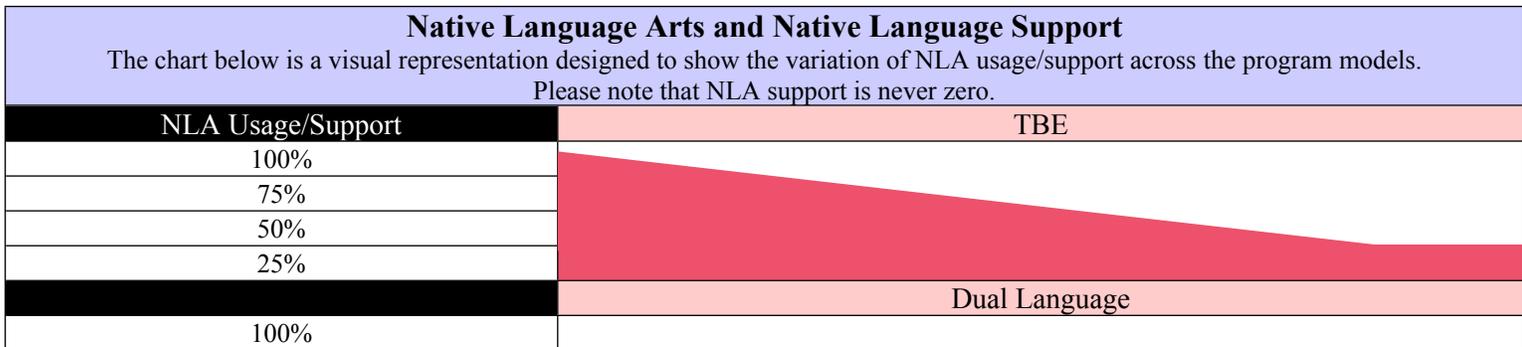
A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

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

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0								1					1
Intermediate(I)		1	1	2			2		2					8
Advanced (A)		3	1		1		1							6
Total	0	4	2	2	1	0	3	0	3	0	0	0	0	15

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

	I		2	1	2			2		2				
	A		2					1						
	P			1		1								

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4		1					1
5							0
6		1		1			2
7							0
8		2					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			1						1
5									0
6	1		2						3
7									0
8	1		2						3
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			1		1				2
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			1		1				2
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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