



**EDWARD B. SHALLOW**

**2010-2011**

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

**SCHOOL: 20K227**  
**ADDRESS: 6500 16<sup>TH</sup> AVENUE**  
**TELEPHONE: 718-256-8218**  
**FAX: 718-234-6204**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 227      **SCHOOL NAME:** Edward B. Shallow

**SCHOOL ADDRESS:** 6500 16<sup>th</sup> Avenue

**SCHOOL TELEPHONE:** 718-256-8218      **FAX:** 718-234-6204

**SCHOOL CONTACT PERSON:** Brenda D. Champion      **EMAIL ADDRESS:** BChampion@  
schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Phyllis Cangro

**PRINCIPAL:** Brenda D. Champion

**UFT CHAPTER LEADER:** Igor Reznik

**PARENTS' ASSOCIATION PRESIDENT:** Phyllis Cangro

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 20      **CHILDREN FIRST NETWORK (CFN):** 304

**NETWORK LEADER:** Lucille Lewis

**SUPERINTENDENT:** Karina Costantino

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Brenda D. Champion	*Principal or Designee	
Igor Reznik	*UFT Chapter Chairperson or Designee	
Phyllis Cangro	*PA/PTA President or Designated Co-President	
Phyllis Cangro	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Baumel	Member/UFT	
Stacy Monotrakis	Member/UFT	
Dolores Apicella	Member/Parent	
Zohara Ratna	Member/Parent	
Samina Salahudin	Member/Parent	
Lisa Cerreto	Member/Parent	
Dina Hoole	Member/DC37	

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

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

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

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I.S. 227 is comprised of three smaller learning communities (academies) for its diverse student body. For the 2010-11 school year the structure of the academies will change from containing grades 6-8 to one independent 6<sup>th</sup> grade housed on the third floor and two academies accommodating 7<sup>th</sup> and 8<sup>th</sup> graders on the remaining 3 floors. The expectation is that the incoming grade 6 will make the transition to middle school better by becoming quickly acclimated with their surroundings as well as receive support from staff members by being housed on one floor. There will continue to be a guidance counselor and supervisor for each of the academies. Two deans will share the responsibility of providing character education instruction for the 6<sup>th</sup> grade as well as serve as dean for each of the other two academies.

**Currently our diverse student population consists of 56.7% Asian, 25.2% Hispanic, 1.0% Black, 17.1% White. We also have a large English Language Learner population of (441) and Special Needs population of (209).** Our ESL and special education departments are supervised by an additional assistant principal whose focal points are issues of compliance as well as providing the best instruction and learning environment for our students in these groups.

Shallow has a fifth assistant principal who primarily focuses on student, parent and community affairs and assessment. The Testing coordination, Youth Counselor, Parent Coordinator, Deans and Save room Teacher are all under this assistant principal's umbrella to ensure that assessments are properly administered and that the needs of the students and parents are met. The goal and objective is to offer a school environment where students' needs are met academically and socially.

The most significant aid to the school's improvement is utilization of Title I funds. We are able to support goals in our CEP for every student not just those who are eligible for free lunch because the funding is administered as a "School-wide Program". This assistance provides supplemental support in staffing, professional developmental, parental involvement, materials and resources.

The greatest accomplishments over the last couple of years are as follows:

- Integration of English Language Learners in all classes
- Teacher Resource Room containing a wealth of resources, materials and laptops
- Peer Mediation Center for students
- Formation of AIS Team
- Partnership with Community Based Organization-NIA
- Development of Student Council
- City Spaces collaboration with Shallow students to design a new school playground
- 21<sup>st</sup> Century After school program

We have also been very fortunate in the last five years to have significant cosmetic and much needed work planned and completed to enhance and improve the interior and exterior of our school.

- 2005 – 2007 - Pointing of building's bricks, new windows, new PA system, new flooring, selected student and staff bathrooms refurbished.

- 2007 – 2008 - Renovation of auditorium, new ceiling, lights, stage floor, walls painted.
- 2008 – 2009 - Garbage compactor, renovated school and community play yard.
- 2009 – 2010 - Electrical wiring for and installation of air conditioners in the auditorium.

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	J.H.S. 227 Edward B. Shallow				
<b>District:</b>	20	<b>DBN #:</b>	20K227	<b>School BEDS Code:</b>	332000010227

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.4	94.7	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.6	93.3	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	439	419	395	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	466	440	463		84.7	82.2	94.4		
Grade 8	460	480	488						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		17	25	TBD		
Grade 12	0	0	0						
Ungraded	19	15	21	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1384	1354	1367		110	99	146		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	84	87	86						
No. in Collaborative Team Teaching (CTT) Classes	46	53	65	Principal Suspensions	244	293	TBD		
Number all others	77	69	56	Superintendent Suspensions	24	25	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	29	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	4	Early College HS Participants	0	0	0
# receiving ESL services only	357	340	402	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	38	38	85	(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	111	112	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	38	37	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	9	7	TBD
	4	3	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	99.1	100.0	TBD
American Indian or Alaska Native	0.1	0.0	0.0	Percent more than two years teaching in this school	71.2	76.8	TBD
Black or African American	1.7	1.8	1.0	Percent more than five years teaching anywhere	60.4	66.1	TBD
Hispanic or Latino	29.8	26.2	25.2				
Asian or Native Hawaiian/Other Pacific Isl.	47.2	52.3	56.7	Percent Masters Degree or higher	87.0	91.0	TBD
White	21.2	19.7	17.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.9	100.0	TBD
Multi-racial							
<b>Male</b>	55.6	54.8	51.9				
<b>Female</b>	44.4	45.2	48.1				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	--	--	--				
Hispanic or Latino	✓	✓				--	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	✓	✓					
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓	✓				--	
Limited English Proficient	✓ <sup>sh</sup>	✓					
Economically Disadvantaged	✓	✓				--	
<b>Student groups making AYP in each subject</b>	7	7	1			0	

### Key: AYP Status

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	73.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	40.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### Summary of School Performance Trends:

Review of the results of the 2008-2010 NYS ELA test data indicates significant growth as well as decline between the years of 2008 and 2009, 2009 and 2010 respectively for Students with Disabilities (SWD) and English Language Learners (ELL). The results are as follows:

SWD Subgroup – (performing at Level 3 from 2008 → 2009 → 2010)

6<sup>th</sup> grade 6% → 36% → 1.6%  
7<sup>th</sup> grade 23.6% → 31.5% → 8%  
8<sup>th</sup> grade 9.5% → 23% → 6.3%

ELL Subgroup- (performing at Level 3 from 2008 → 2009 → 2010)

6<sup>th</sup> grade 3% → 8.3% → 4.4%  
7<sup>th</sup> grade 2.2% → 9.5% → 0%  
8<sup>th</sup> grade 8.3% → 13.4% → 3%

Our greatest accomplishment over the past three years has been to close the achievement gap for our high-need students, thus becoming a school with the accountability status of "School in Good Standing". Nonetheless the results of the 2009-10 NYS ELA test is a setback for Shallow. Our grade on the NYCDOE Progress Report 2009-2010 has also dropped from an A to a B. In Student Progress we received a B in Student Performance a C. While in the area of School Environment consistently for the last three years we have scored a C. Also we earned extra credit for exceptional gains with students with disabilities, ELL's and students with the lowest proficiency city-wide.

The Neighborhood Improvement Association (NIA), 21<sup>st</sup> Century Programs fosters a number of afterschool activities for our students. We anticipate a smoother transition as well as greater support for our incoming 6<sup>th</sup> grade, the class of 2013. These students will also benefit from receiving desktops for home use through a partnership with N.Y.C. Connected Learning. This is definitely an accomplishment which will strengthen a connection between home and school as well as advance our students in the use of technology.

As a result of the creation and implementation of the Restructuring Plan which has been an aid in our school's continuous improvement, we maintain the strategies and approaches as described in its contents. The Restructuring Plan focused on the needs of our SWD and ELL student populations. We

understand that we must continue to monitor the students in these populations so that progress and achievement persists. Therefore, the Action Plans which in the past have provided structure and guidance for the implementation of best practices will be followed.

The most significant barriers to the school's continuous improvement continue to be the fact that there is a substantial English Language Learner population currently of 441 students as well as over 200 Students with Disabilities. We are focusing on as well as addressing the needs of these two populations given their numbers, the rules classifying ELL students and how AYP is determined. We find that a false impression that progress is not being achieved as evidenced by the NYCDOE Progress Report for 2009-10. This is an overwhelming barrier to incessant improvement which enlarges as our student population in these subgroups rises.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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- Goal 1:** To increase teacher completion of the Learning Environment Survey for the 2010-11 school year. Teacher completion of the Learning Environment Survey will be increased by at least 22%. Based upon the data, 48% of the teachers took the survey last year. A different approach will be used to raise the percentage to at least 70%.
- Goal 2:** Students in the subgroups of English Language Learners and with Disabilities will demonstrate a 5% increase in ELA performance as measured by Progress Report tools by June 2011. While great proficiency gains for our ELL's and SWD population were not demonstrated last year as in prior years, we anticipate growth.
- Goal 3:** To provide more opportunities for teachers to play a meaningful role in setting goals and making important decisions for the school that will result in a continual increase on the Learning Environment Survey regarding shared decision making. With respect to shared decision making and/or collaborative decision making, at least 60% of the teachers (an increase of 11% from last year) will agree or strongly agree that they are invited to participate in this aspect as assessed through the Learning Environment Survey which will be taken for school year 2010-11.
- Goal 4:** To provide training to 100% of the grade 6 core subject teachers so that they effectively incorporate technology (i.e. smart board, laptops, LCD projectors) into instruction during school year 2010-11.



**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students in the subgroups of English Language Learners and with Disabilities will demonstrate a 5% increase in ELA performance as measured by Progress Report tools by June 2011. While great proficiency gains for our ELL’s and SWD population were not attained last year as in prior years, we anticipate growth.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Departmentalized Special Education Instruction -AIS (Jamestown Navigator, Read 180, SRA, AMP&amp; River Deep STRATEGIES: -90 minute literacy block -Literacy Coach -Crisis Intervention Teacher(CIT) -PD for AIS programs and differentiated instruction -AIS teacher ACTIVITIES: - extended-day instruction -Family Nights -Various parent workshops will be utilized to assist in meeting the goal. Funding sources will include: TITLE I SWP (Literacy Coach, AIS, PD, parent workshops), TL FSF (Departmentalized special education instruction - teachers including 37.5 minute extended-day instruction), CFE (AIS &amp; CIT teachers).</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funding sources will include: Title I SWP, Title I ARRA SWP, TL FSF and all funding sources that are used to fund supplemental programs and personnel.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>An increase in performance of at least 5% for English Language Learners and Students with Disabilities on each of the Acuity periodic assessments given during the 2009-2010 school year. Also, student IEPs will be reviewed for necessary changes and monitored for student progress.</p>





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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	139	75	12	12	11	0	0	0
7	152	75	66	37	11	0	0	0
8	166	65	52	59	11	0	0	0
9								
10								
11								
12								

**\* The number of students for these subjects will be determined after the first marking period grades have been entered.**

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	IS 227 will provide intense intervention based on student need. Great Leaps, AMPS, Read 180, Jamestown, Focus on Fluency, Plato, Riverdeep, SRA, Acuity and AAA.Spell.com programs all extend a structured focus specifically on improving reading, writing and vocabulary skills. The services will be delivered through small group, one-to-one and tutoring. After-school programs will vary and be held on a daily basis. Saturday programs will be ongoing and will primarily prepare students for the ELA and NYSESLAT State Assessments. AIS ELA instruction will be delivered to targeted students (3) three times a week using a combination of one-to-one, small group, individual instruction and during 37 ½ minutes. Technology is utilized through Acuity, Jamestown, Read 180, Plato, Riverdeep and AAA.Spell.com
<b>Mathematics:</b>	Students build basic skills through progressive learning using SRA self-motivated, teacher directed lessons. Technology is utilized through Acuity, GOHRW.Com, Plato and AAA.Math.com to reinforce concepts and test taking skills. AIS Math instruction will be delivered to targeted students (3) three times a week using a combination of one-to-one, small group and individual instruction as well as 37 ½ minutes. After-school programs will vary and be held on a daily basis. Saturday programs will be ongoing and will primarily prepare students for the Math State Exam.
<b>Science:</b>	Students will be assessed early in the year to determine strengths and weaknesses in science. The Glencoe’s NY Science program for middle school will be utilized providing support to targeted 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students to support inquiry based and hands-on learning in conjunction with technology, where targeted students become actively involved and immersed in problem solving and critical thinking. This support will be on going throughout the school year in classroom settings where instruction will be executed using a combination of one-to-one, small group and/or individual instruction as well as 37 ½ minutes.
<b>Social Studies:</b>	Students will be assessed early in the year to determine strengths and weaknesses in social studies. 7 <sup>th</sup> grade students will utilize Holt McDougal social studies program to integrate standards-based content, reading instruction and active learning so students understand and experience history in a classroom setting. 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade targeted students will receive on-going instructional enhancements using practice material consisting of DBQ’s and CRQ’s, essay formatting, political cartoons and content vocabulary and will be delivered throughout the school year in classroom settings and 37 ½ minutes using a combination of small group, one-to-one and individual instruction.

<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance Counselor's providing at risk services to this targeted population work to counsel students in strategies and techniques geared toward motivational skills, crisis intervention, self-esteem, decision making, anger management and career advisement. Sessions will be conducted three to four times weekly using a combination of one-to-one, small group and individual counseling.
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	N/A

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

*NCLB/SED requirement for all schools*

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

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**SEE ATTACHMENT**

**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) 6-8      Number of Students to be Served: 100 LEP 0 Non-LEP

Number of Teachers 1 F-Status Teacher & 4 After-school Teachers Other Staff (Specify) 1 Secretary

**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.

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**The title III** program at IS 227 will consist of a **Push In** and an after school program. An ESL certified teacher will push-in to approximately one hundred sixth- seventh grade students. The ESL teacher will push-in four times and a half times per week from November to June using ESL methodology to reinforce the previously taught concepts in content area classes. The purpose of this supplemental instruction is to increase English proficiency while improving student achievement in the core academic subjects especially in the Social Studies. Data indicates that these are the content areas in most need of improvement besides ELA. The 6<sup>th</sup> and 7<sup>th</sup> grade students will be in reduced class size settings. Our data also indicates that ESL students' needs are greater in the writing modality, therefore the title III teacher will focus on writing skills by working on a Pen- Pal program with one of the schools in Pembroke, New York. In addition to working with these students during the Push -In scheduled times, the Title III teacher will work with these students during 37 ½ minutes. Exchange of mail will take place at least once a month. The ultimate goal of this program is to have ESL students improve their writing skills as well as learning about American culture. The Pen-pal's program culminating activity is to have students visit their Pen-Pals at Pembroke, N.Y to experience first- hand American life and culture in a rural community.

**After-school** program will invite ELL students in the 6<sup>th</sup>- through 8<sup>th</sup> grades and in all ability levels. Students will focus on all language skills with a concentration on writing. Five ESL certified teachers will execute these sessions in a small class size setting for ELLs. These sessions will meet 3 times a week for 2 hours. Preparation for the NYSESLAT will also take place during these sessions. NYSESLAT test prep material from Continental Press (Pearson) will be purchased. We have used this material in years past and have yield good results. Material will help students become familiar with the types of questions they will face on the testing day. The objective of this program will be for the student to increase their proficiency by at least one level. American culture will also be stressed to assist with building the students' prior knowledge. This knowledge is a necessity for ultimate success on the exam.

The session will run from January through mid June.

Our continuing efforts will focus on strengthening home-school relationships and increasing parental and community involvement. Parent workshops will be designed to bring the parent community (with a specific focus on reaching our parents ELL students attending title III program). Parents will be invited to attend sessions on how to help students at home. Using the Flame parent's homework dictionaries, parent will receive assistance on how to help their children at home with their homework. This will be done once a month by the ESL certified Title III teacher as well as the ESL coordinator. This will be at no cost to the program.

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

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On-going bi-weekly professional development sessions beginning in January 2010 will be held. These meetings offering team-teaching strategies and models are planned for ELL teachers and mainstream teachers of ELL students will be provide by the Title III teacher at no cost to the program. Mainstream teachers who service ELLs will attend professional development sessions to obtain information regarding the teaching of ELL students. Key TESOL strategies and methods, important testing modifications and exemption information, and circumstantial information pertinent to understanding the challenges ELL students and teachers experience daily. Professional development offering the latest resources for servicing the ELL population will also be provided. The newest publications and editions will be highlighted from respected publishers who follow state ESL/ELA standards. *Learning to learn in a second Language* by Pauline Gibbons will be used as a study guide as well as *Scaffolding Language Scaffolding Learning*, also by Pauline Gibbons.

**Section III. Title III Budget**

School: IS 227 BEDS Code: 332000010227

<b>Allocation Amount: \$75,760.00</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	<b>\$72,013.64</b>	One F-status teacher – November – June 4.5 times @/week $331.66 \times 4.5 \text{ days} \times 32 \text{ weeks} = \$47,759.04$  One after-school program with 4 teachers providing supplemental writing, NYSESLAT instruction for ELLs. $4 \text{ Teachers} \times 20 \text{ weeks} \times 3 \text{ days} \times 2 \text{ hours} \times \$49.89 = \$23,947.20$  $1 \text{ Secretary} \times 10 \text{ weeks} \times 1 \text{ hr} \times 30.74 = \$307.40$  Total= \$72,013.64
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>		
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials. Must be clearly listed.</li> </ul>	<b>\$ 3,746.36</b>	NYSESLAT Preparation materials; Flame parent’s homework dictionaries, Scaffolding Language, Scaffolding Learning To Learn in a Second Language. \$3,746.36
<b>Educational Software (Object Code 199)</b>		

Travel		
Other		
<b>TOTAL</b>	<b>\$75,760.00</b>	

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

**Part A: Needs Assessment Findings**

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- 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.  
***Approximately 1/3 of our students are English Language Learners. Indicators that have been used to assess our school's written and oral interpretation needs are through observation of parents that need assistance when registering their child, parental visits for parent conference with teachers, guidance or administrators. Other observations have been noticed during PTA meetings or other events where parents were invited to the school.***
- Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.  
***Our major finding was that the dominant language of a high percentage of parents is a language other than English. Findings are reported to the school community through faculty meetings, the school leadership team meetings, and parent workshops.***

**Part B: Strategies and Activities**

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- 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.  
***We plan to provide the following services: by either outside vendors or in-house school staff depending on availability.***

**Parent Notices:**

- a. **Due process notices**
- b. **Student Intervention Teacher Letter to Parents**
- c. **Principal Suspension Notices**
- d. **Newsletters**
- e. **School Attendance Lateness/Policy**

**Agenda for:**

- f. **Parent Orientation Meetings**
- g. **Parent Association Meetings**

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.

**We plan to provide the following oral translation services:**

1. **Bilingual paraprofessionals will provide oral translation for parents at the evening Parent/Teacher Conferences.**
2. **Oral translation for evening Parent Orientation meetings.**
3. **Oral translation for School Assessment Team conferences held before or after the teacher /paraprofessional work day.**
4. **Telephone contact with parents before or after school hours.**

**By either outside vendors or in-house school staff whichever is available.**

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>.

**Shallow , IS 227 provides parents with the following translated letters in native languages from the website: Office of English Language Learners: Parent Brochure; Parent Survey & Program Selection Form ; Placement Letter ; Entitlement Letter ; Continued Entitlement Letter Non Entitlement Letter ; Transition Letter ; Registration Form as well as Parental rights for IEP meetings and SWD students' placement.**

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1,443,442	\$259,377	\$1,702,819
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$14,434	\$2,593.77	\$17,027.77
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$72,172.10	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$144,344.20	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

### **Title I Parent Involvement Policy**

1. The *Edward B. Shallow Intermediate School (IS 227)* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
  - PTA will assist in recruiting parents to attend meetings for the development of the District Parental Involvement plan.
  - Automated phone system will be used to announce meetings for the development of the District Parental
  - The SLT will discuss strategies to involve the parents
2. *Edward B. Shallow Intermediate School (IS 227)* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - SLT will set review dates for meetings to assess goals and objectives of the CEP
  - PTA will report the SLT’s findings of the CEP review
  - Parents will be sent a letter (appropriate languages included) quarterly indicating the SLT’s findings
3. *Edward B. Shallow Intermediate School (IS 227)* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: (*Insert programs such as: Head Start Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs*) by:

**N/A**

4. *Edward B. Shallow Intermediate School (IS 227)* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation

by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Twice a year parents will be asked to complete straightforward questionnaire to evaluate the content and effectiveness of the parental involvement policy
- Under the supervision of the Assistant Principal the Parent Coordinator will ensure that the questionnaire is distributed and collected.
- The Executive Board of the PTA as well as parents on the SLT will be involved in the development of the questionnaire

5. *Edward B. Shallow Intermediate School (IS 227)* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - i. The State's academic content standards;
  - ii. The State's student academic achievement standards;
  - iii. The State and local academic assessments including alternate assessments;
  - iv. The requirements of Title I, Part A;
  - v. How to monitor their child's progress; and
  - vi. How to work with educators.

On a monthly basis parent workshops will be offered on but not limited to:

- content standards for each grade level
- Promotional criteria and performance levels on state exams including alternate assessments
- Training on monitoring their child's progress through the use of ARIS and working with their child's teachers
- Paper translating services

b. *Edward B. Shallow Intermediate School (IS 227)* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Parent workshops in order to enable parents to assist their child in meeting and exceeding state standards. Workshops will be provided which focus on literacy and math strategies as well as accessing website based programs and the use of technology.

c. *Edward B. Shallow Intermediate School (IS 227)* will with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- The SLT will create a subcommittee to develop strategies for this purpose.

- d. *Edward B. Shallow Intermediate School (IS 227)* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

N/A

- e. *Edward B. Shallow Intermediate School (IS 227)* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Since we utilize Title I funding as a school-wide program all parents will receive information regarding parent programs, meetings and school events.

Adoption  
This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by\_\_\_\_\_.

This policy will be adopted by *Edward B. Shallow Intermediate School (IS 227)* on 09/30/10 and will be in effect for the period of \_\_\_\_\_. The school will distribute this policy to all parents of participating Title I Part A children on or before 11/17/10.

Principal's Signature: \_\_\_\_\_  
Date \_\_\_\_\_

### School Parent Compact

*Edward B. Shallow Intermediate School (IS 227)*, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

#### **Required School-Parent Compact Provisions** **School Responsibilities**

*Edward B. Shallow Intermediate School (IS 227)* will:

- ⇒ provide 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:
  - provide 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: 8 period day (double block for ELA and Math and once a week double block Science), 371/2 minutes, Saturday and after school programs.

- ⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:  
Hold parent-teacher conferences
  1. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: twice a year in November 2009 and February 2010 and on an as need basis
- ⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
- ⇒ Provide parents with frequent reports on their children's progress. As necessary the school, the school will provide reports as follows: progress reports, P/T Conferences.
  
- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:  
  
As necessary, during scheduled preparation periods and/or appointments, staff will be available for consultation with parents as follows: progress reports and P/T Conferences
  
- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:  
  
As necessary, parents can speak to with a supervisor and teacher to make arrangements for class visitation.
  
- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

### **Parent Responsibilities**

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

**TEMPLATE - MAY 2010**

- ⇒ supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ promoting positive use of my child's extracurricular time.
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

**Optional Additional Provisions**  
**Student Responsibilities (revise as appropriate to grade level)**

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

Name	Signature	Date
School – Print Name		

Parent(s) – Print Name		
Student (if applicable)- Print Name		

**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.

Refer to Needs Assessment – pages 11-12

2. Schoolwide reform strategies that:

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

IS 227 strategies for 2010-2011 for SWD/ELL subgroups that were part of the CEP and are being implemented include:

The continued implementation of a Balanced Literacy Approach in ELA with a 90 minute literacy block Classroom libraries, academic support personnel in the classroom and the assignment of a full-time literacy coach will further support ELA instruction. IS 227 has departmentalized the instructional staff of students with

disabilities. Our self-contained students with disabilities no longer have one teacher teaching all of their subjects. This school year the teachers are teaching one content area. We are in our sixth year of integrating English Language Learners across the classes in each of the academies. So that now all 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade classes include English Language Learners.

Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional assistance to meet the NY State standards in ELA. Although the intensity of the services provided vary, based on the individual needs of students, all grade 6-8 students performing in Levels 1 and 2 and all students deemed to be at risk, including students with disabilities and English Language Learners, will receive appropriately targeted services. Our plan at IS 227 is to continue to use the following Tier II intervention programs according to the needs of the student: *AMPS, Read 180 and Jamestown* which students have shown progress as well as an interest in using those tools. Read 180 and Jamestown Navigator are intervention programs that utilize technology to support instruction. We use DRA and WRAP as our assessment tools. Students receiving instruction in the AMP and Read 180 programs have received service in small groups; in separate locations; a minimum of three times weekly. Portfolios are maintained for all students in the AIS program and are assessed quarterly by our assessment teams. Assessment has been both formal and informal. Interim benchmark assessments in reading provide item skills analysis to help inform instruction.

Staff development and teacher support are ongoing to provide teachers with strategies and best practices to improve student achievement. IS 227 has been using a data-driven approach to improving student performance.

Our program delivery for English Language Learners (ELL) this school year has included:

- A two-week Summer Orientation Program for incoming 6<sup>th</sup> grade students.
- One F status teacher three times a week pushes in to support students in the content areas of: Math, Science and Social Studies.
- After school/Saturday programs providing supplemental instruction and preparation for the NYS ELA and Math Assessments and NYSESLAT.
- Use of NYCDOE Language translation unit to provide communication to parents in home language.
- Translated content glossaries for staff and students.
- Push-in/Pull-out services are provided according to the needs of the student.

### 3. Instruction by highly qualified staff.

According to the 2010-2011 BEDS Survey 100.0% of the teaching staff is Highly Qualified.

- ### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
- The professional development for ESL and Special Education teachers will include the teaching of vocabulary. This professional development is based on the work of Dr. Margarita Calderon from John Hopkins. This professional development will guide teachers in the use of a six step teaching of vocabulary.

Teachers will:

- Review the research about vocabulary.
- Learn instructional techniques for increasing student vocabulary acquisition based on current research.
- Develop vocabulary building strategies to implement in the classroom.
- Experience workshop tasks that provide opportunities to co-construct

- Assessment of students using S.E.E.D

In order to ensure the academic success of ELL students in these main stream classes, mainstream teachers of English Language Learners will become familiar with useful ESL strategies that can be implemented in their classroom. This will be done through professional development, group studies and reading professional articles. ESL Coordinator will provide lunch & learns and professional development.

The following are topics of study that will be covered:

- Content Based Instruction/ Sheltered instruction method
- Overview of Second Language learning theory; BICS, CALP Comprehensible Input
- Scaffolding
- Graphic organizers
- Think aloud
- Social Cultural theory
- Addressing the needs of English language Learners with disabilities
- Team teaching strategies
- Vocabulary PD

Just like their ESL counterparts special education teachers will share strategies that can be implemented by the general education teachers as well as ESL teachers. This will be done through professional development, group studies and reading professional articles.

The following are some of the topics that will be covered:

- How to read an IEP to give instruction
- Differentiated instruction
- Behavior modification
- Addressing the needs of English Language Learners with disabilities
- Team teaching strategies
- Vocabulary PD

This professional development will be delivered by the network team staff, provided by the LSO as well as the ESL Coordinator, and the ELA and MATH Coaches. The A.P.O will oversee continued implementation throughout the year. Professional development will take place during; lunch and learns, before school and /or after school. Teachers will receive per session or training rate.

## **SWD/ELL**

English language learners who need special education services are further disadvantaged by the shortage of special educators who are trained to address their language and disability related needs simultaneously. In order to improve their academic success, general education teachers working with this population of students will meet with ESL teachers and/ or Special Education teacher to learn strategies known to be effective with Special Education /English Language Learners, such as:

- drawing on their prior knowledge

- providing opportunities to review previously learned concepts and teaching them to employ those concepts
- organizing themes or strands that connect the curriculum across subject areas
- Additionally teachers will learn how to provide individual guidance, assistance, and support to fill gaps in background knowledge

Additionally, all teachers working in a CTT, Push In, or co-teaching model, will receive professional development on teaching approaches that work best for this classroom setting, such as: one teach-one observe, one teach–one drift, parallel teaching, station teaching, alternative teaching and team teaching.

Intensive professional development will be ongoing through the school year to increase knowledge and accountability among all pedagogues. Prior to the 2010-2011 school year, professional development will occur during the months of June and August 2010 for all IS 227 building administrators, general, special education, ELL educator's, paraprofessionals, guidance counselors, and parent coordinator. Additionally, the Learning Support Organization (LSO), and the State Education Department will support ongoing professional development and initiatives outlined in this plan. The Principal, Assistant Principals, ESL Coordinator, literacy and math coaches will work on offering professional development for all teachers who provide instruction to special education and ELL students. A data inquiry team will be established to analyze data; not only to drive instruction, but to also determine differentiated professional development. Additionally, intensive professional development; focused on technology, will be provided to all staff members to support data retrieval. Common planning periods will be identified for teachers during the 2010-2011 school year, thus enabling staff members to receive guidance, support and instruction from our ESL Coordinator, Literacy and Math coaches about proper implementation of teaching strategies. Teachers will be provided with at least one common planning period per week to allow for consultation and collaboration amongst staff members to discuss various instructional strategies. In addition, curriculum mapping across the content areas will be an integral part of I.S. 227's professional development workshops throughout the 2010-2011 school year. This will enable teachers to utilize the curriculum maps as tools to organize their instructional plans. ELL and Special Education teachers will have opportunities to schedule inter-visitations with classrooms modeling best practices and rigorous teaching. Further support will be provided directly to ELL and Special Education teachers by coaches to ensure lesson development is appropriate and aligned with NYS ELA standards. Identified SETTS teachers will receive training in Read 180, REWARDS, Great Leaps, Jamestown Navigator and Focus on Fluency. The Read 180 program is an intensive reading intervention which addresses students whose reading achievement is below proficiency level through the use of technology. REWARDS is an intense, short term reading intervention designed to build reading accuracy and fluency. Great Leaps will remediate a variety of reading problems. Great Leaps has three major components: Phonics, Sight Phrases and Reading Fluency. This program which can be administered by all staff members, including parents in three-minute intervals is not complicated. Jamestown navigator supports improvement of students' comprehension, vocabulary, content area reading as well as meta-cognitive strategies. Focus on Fluency incorporates many research based instructional methods recommended by the report from the National Reading Panel. This program leads students through five focuses: 1) Read Aloud 2) Practice Read Aloud 3) Echo Reading Recording 4) Full Page Reading Recording 5) Self Evaluation-Reading Rate- & Accuracy Expression. The above mentioned programs/interventions will be administered to special education, ELL, and at-risk students to provide them with the tools they need to decode, encode, and comprehend.

#### **Professional Development 2010-11 School Year -IS 227 ESL Coordinator, Literacy and Math Coaches will provide Professional Development**

- Technology workshops: Acuity, ARIS, NYStart
- Focus on Fluency
- Behavior Modification
- Recognition of Adolescent Needs (RAN)
- Interpreting and using student data
- Workshop model in all content areas
- Team building
- Looking at Student work

- QTEL for ELA, Math, Science and Social Studies
- Portfolio Development
- Cooperative Team Teaching
- Classroom Management skills

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

The strategies we used to attract high-quality highly qualified teachers are conferring with other instructional leaders for potential candidates and recruitment from organizations such as NYC Teaching Fellows, Teach for America, and NYCDOE Human Resources.

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

Our continuing efforts will focus on strengthening home-school relationships and increasing parental and community involvement. Parent workshops will continue to be designed to bring the parent community (with a specific focus on reaching our ELL and Special Education parents) as well as the wider community together to support all of the students in the school.

**ESL class for parents**

This will be a free 6 week ESL course for Shallow families of ESL students. The objective of this course is to improve English skills (reading, writing, listening, and speaking), knowledge of the United States and American culture. The class will focus on speaking in English and navigating the NYC school system.

The class dates are tentatively scheduled for April, May and June.

The Parent Coordinator will play a vital role in the facilitation of outreach to the parent community. We will continue to offer the following opportunities for parental involvement at IS 227:

- Parent Workshops
- Family Outings
- Family Movie Night
- Parent Calendar
- Parent/ Principal Newsletter

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

**N/A**

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

The following measures to include teachers in the decisions regarding the use of academic assessments are:

- Surveys for feedback regarding: portfolio development, analyzing data and looking at student work.
- Academy meetings
- Departmental team meetings
- AIS
- Common planning
- Professional development for staff
- School Leadership Team meetings
- Inquiry teams

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.

#### **Refer to Appendix 1**

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.
  - a. 21<sup>st</sup> Century Programs
  - b. N.Y.C. Connected Learning Program

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

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$1,443,442	✓	13, 14,19
Title I, Part A (ARRA)	Federal	✓			\$ 259,377	✓	13, 14,19
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$ 75,760	✓	21-23
Title IV	Federal			✓			
IDEA	Federal	✓			\$ 488,806	✓	13, 18-19
Tax Levy	Local	✓			\$7,363,844	✓	13, 14

#### 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.

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

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

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

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
***At this time there are no Students in Temporary Housing who are currently attending my school.***
2. Please describe the services you are planning to provide to the STH population.  
***Students who are identified as STH will receive all services that they are entitled to as a registered student at IS 227. The guidance counselors along with the attendance team will pay close attention to attendance including punctuality to ensure that the students do not have any difficulty in arriving and attending school. The guidance counselors will also provide additional counseling and support to these students to make sure that they have supplies/materials necessary to participate in school.***

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 227 Edward B. Shallow					
<b>District:</b>	20	<b>DBN:</b>	20K227	<b>School</b>		332000010227

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.4	94.7	94.4
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.6	93.3	90.1
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	419	395	420	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	440	463	413		84.7	94.4	95.5
Grade 8	480	488	498				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		17	25	10
Grade 12	0	0	0				
Ungraded	15	21	18	<b>Recent Immigrants - Total Number:</b>			
Total	1354	1367	1349	(As of October 31)	2007-08	2008-09	2009-10
					110	99	146

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	87	86	85	Principal Suspensions	244	293	211
# in Collaborative Team Teaching (CTT) Classes	53	65	65	Superintendent Suspensions	24	25	18
Number all others	69	56	57				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	29	TBD	Number of Teachers	111	112	103
# in Dual Lang. Programs	0	4	TBD	Number of Administrators and Other Professionals	38	37	15
# receiving ESL services only	340	402	TBD				
# ELLs with IEPs	38	85	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
	9	7	18

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
	4	3	26	% fully licensed & permanently assigned to this school	99.1	100.0	100.0
				% more than 2 years teaching in this school	71.2	76.8	94.2
				% more than 5 years teaching anywhere	60.4	66.1	81.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	91.0	95.2
American Indian or Alaska Native	0.0	0.0	0.1	% core classes taught by "highly qualified" teachers	91.9	100.0	90.7
Black or African American	1.8	1.0	1.2				
Hispanic or Latino	26.2	25.2	25.4				
Asian or Native Hawaiian/Other Pacific	52.3	56.7	57.6				
White	19.7	17.2	15.7				
<b>Male</b>	54.8	51.9	50.5				
<b>Female</b>	45.2	48.1	49.5				

#### 2009-10 TITLE I STATUS

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v				-	
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v				-	
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v				-	
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>			<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	54	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	5						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 304</b>	District <b>20</b>	School Number <b>227</b>	School Name <b>Edward B. Shallow</b>
Principal <b>Brenda D. Champion</b>		Assistant Principal <b>M. Lara-Lennon</b>	
Coach <b>Lisa DeLeo</b>		Coach <b>Joanne Brammante</b>	
Teacher/Subject Area <b>Maria Leto ( science)</b>		Guidance Counselor <b>Mary Castelo</b>	
Teacher/Subject Area <b>Kinal ( ESL)</b>		Parent <b>Ms. Cangro</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Linda Neve</b>	
Related Service Provider <b>K. Venezia ( SETTS)</b>		Other <b>type here</b>	
Network Leader <b>Ms. Lewis</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>8</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>3</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1361</b>	Total Number of ELLs	<b>441</b>	ELLs as Share of Total Student Population (%)	<b>32.40%</b>
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## Part II: ELL Identification Process

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

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

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

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

1. Shallow Intermediate, IS 227 follows an initial identification process to ensure that students that may possibly be ELLs are properly identified, correctly and timely placed. The Assistant Principal (A.P.) of ELLs, with English as a Second Language (ESL) coordinator along with the pupil accounting secretary ensue the following initial screening process; at time of enrollment the pupil accounting secretary calls the ESL coordinator. If ESL coordinator is not available the Assistant Principal of ELLs is then called. The parent is given the Home Language Identification Survey (HLIS) to determine LAB eligibility. If the Home Language is English Student's only language then the process is stopped and the student is placed in the general education program. If the home language is other than English or student's native language is other than English then student is administered a Language Assessment Battery- Revised (LAB-R). Sometimes an interview is necessary to make this determination. This interview is conducted by either the A.P or the ESL coordinator. Additionally, IS 227 has bilingual translators onsite to conduct interviews. For Special education students- CSE makes the recommendations for ESL or bilingual services for students with disabilities.

#### Administering the Language Assessment Battery-Revised (LAB -R)

If the student scores at the proficient level, then the student is not an ELL and enters the general education program. If student scores at the Beginning, Intermediate or Advanced level, student is an ELL. Students are placed in the desired program as chosen by the parent. Students who are Spanish speaking will receive the Spanish LAB. Once it has been determined that a student is an ELL, parent is given the choice to place the child in one of the following programs; Traditional bilingual, Dual Language and Free standing ESL. All of this is done within ten (10) days. Bilingual translators are used to conduct meeting.

In order to comply with the Parent Choice and Program Selection Forms all ELLs participate in a free-standing ESL program and receives the required amount of ESL/ELA instruction as specified in CR Part 154. All instruction is conducted in English; beginning and intermediate levels of English proficiency receive two units (360 minutes) of ESL instruction, and advanced students receive one unit of ESL (180 minutes) and one unit of ELA (180 minutes). Students receiving ESL participate in small group instruction and are grouped by proficiency level. Parents who wish to have bilingual are informed of neighboring schools where such program exists. The school goes through lengthy efforts by checking with OELL, NYC BETACs and placements office for assistance. If programs do not exist parents are informed, that when 15 students in two contiguous grades are reached who may also want bilingual, a bilingual class may be open if they still want bilingual. Parents are informed of their rights in their native language. We use translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and interpretation Unit, including document translation and onsite interpretation services. IS 227 is extremely lucky to have a wealth of onsite Bilingual personnel (Assistant Principal, teachers, paraprofessional and guidance counselor) that assist with placement. Parent Orientation

2.

IS 227 provides ELL parents with information about identification and placement bilingual / ESL services and gives them an opportunity to ask questions so that they can make an informed program selection. We have these meetings within the mandated ten (10) days and ongoing basis throughout the year. The ESL coordinator, A.P and the Parent Coordinator hold meetings with parents on one-on-one and phone conversations. ESL coordinator as well as Assistant Principal provides parents with information about curriculum, learning standards, expectations for students, and assessments. All information is conveyed in the same manner as meetings for identification and placement.

#### 3. Parent Notification Letters

The ESL coordinator along with the Assistant Principal ensure that parents whose children still qualify for ESL services receive Continued entitlement Letters. This letter is distributed at the beginning of the school year to existing ELLs in the program and to any student that transfers to IS 227. At the same time the NON-Entitlement Letter is distributed to the students that passed the NYSESLAT in the spring. Entitlement letters are sent to parents of newly arrived ELLs in NYC and at IS 227. Once a child has been identified as requiring services, a placement letter is sent home. This letter informs the parent of whether or not their child is entitled to services. ESL coordinator keeps records of students and letters that they have received. All these letters are kept in a binder in the ESL coordinators office as directed by the Assistant Principal, former ELL ISS. Phone calls are made when a letter is not returned. These phone calls are made in the students' native language by either Assistant Principal, teacher, paraprofessional or guidance counselor.

**4. Administering the Language Assessment Battery-Revised (LAB –R)**

If the student scores at the proficient level, then the student is not an ELL and enters the general education program. If student scores at the Beginning, Intermediate or Advanced level, student is an ELL. Students are placed in the desired program as chosen by the parent. Students who are Spanish speaking will receive the Spanish LAB. Once it has been determined that a student is an ELL, parent is given the choice to place the child in one of the following programs; Traditional bilingual, Dual Language and Free standing ESL. All of this is done within ten (10) days. Bilingual translator are used to conduct meeting.

5. This year, three parents have chosen Spanish bilingual in the sixth grade, and one in the 7th grade. A total of five parents have chosen Dual Language Cantonese programs( one in eighth grade, one in seven grade and two in six grade). One parent has chosen Bilingual Arabic program in the 6th grade. And Arabic Dual Language in the 7th grade. nTwo Mandarin bilingual in the 6th grade and four Cantonese bilingual in the 7th grade. One Bilingual Urdu in the 7th grade . It is because of the parent choice that we serve our students with Free standing ESL program.

6. IS 227 program models are aligned with parent choice.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
<b>All ELLs</b>	441	<b>Newcomers (ELLs receiving service 0-3 years)</b>	311
<b>SIFE</b>	28	<b>ELLs receiving service 4-6 years</b>	86
		<b>Special Education</b>	10
		<b>Long-Term (completed 6 years)</b>	56

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language										0
ESL						0	0		0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Number of ELLs in a TBE program who are in alternate placement: 6

### 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
<b>TOTAL</b>	<b>0</b>													

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							24	15	25					64
Chinese							96	97	130					323
Russian							1	2	1					4
Bengali							0	1	0					1
Urdu							5	4	2					11
Arabic							9	11	5					25
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							1	0	0					1
Albanian							3	3	1					7
Other							2	2	1					5
<b>TOTAL</b>	0	0	0	0	0	0	141	135	165	0	0	0	0	441

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

1. The school divided into three academies in 1997, each headed up by an assistant principal. These are The Renaissance Project, The School of Environmental Studies and The School of American Experience. ELL students are fully integrated throughout the school and represented in each academy. Students are served via a pull-out model and are homogenously grouped for by proficiency level for ESL periods. For the school year 2010-2011, although we are still going to be divided into three academies, the Renaissance project will be housing six graders only. The other two academies will have seven and eighth graders.

2. ELLs participate in a free-standing ESL program and receives the required amount of ESL/ELA instruction as specified in CR Part 154. All instruction is conducted in English; beginning and intermediate levels of English proficiency receive two units (360 minutes) of ESL instruction, and advanced students receive one unit of ESL (180 minutes) and one unit of ELA (180 minutes). Students receiving ESL participate in small group instruction and are grouped by proficiency level. ESL teachers' schedules are aligned with ELA teachers' schedules to better serve and ensure students and ensure that mandated minutes and are being served.

3. ELL students fully participate in the ELA, Math and other content areas of instruction with non ELL students. All ELL students are taught using the Shining Star Program. This is a three-level English language learning program based on the systematic development of skills and strategies. The program comes with a students workbook, an annotated teacher's edition, an audio program, an assessment guide, resources for teachers, resources for students, transparencies, videos and student cd-rom. The program is designed to help students learn the English they need for the different school subjects. Each selection has a variety of topics, including, science, math, and social studies.

ELA instruction -The continued implementation of a Balanced Literacy Approach in ELA with a 90 minute literacy block Classroom libraries, academic support personnel in the classroom and the assignment of a full-time literacy coach will further support ELA instruction.

Science instruction- ELL students follow the same pacing calendar as the English Proficient (EP) students. IS 227 uses McGraw Hill text book. This text book features many graphic organizers, which allow ELLs to see the lesson's information visually. It helps them organize, summarize information and to remember the content of the lesson.

Social Studies- As with science for social studies instruction, ELLs follow the same pacing calendar as the E.P. students. Student in the six grades use the Our World's Story textbook by Harcourt Brace and Company. Students in seven and eight grade are using the Holt McDougal, United States History and New York History: Beginnings to 1877. Students are taught how to analyze written sources (primary and secondary,) artifacts, historical maps, photographs, political cartoons and become active readers. Content areas teachers receive professional development on how to differentiate for ELLs. Additionally, F status Title III teacher pushes in to science and social studies classes to provide support and reduce class size.

Math Instruction - Includes the implementation of a 90-minute Math block and daily writing activities using Impact Math and is supplemented by Hot Words, Hot Topics. Our ELL receive the same instruction in math as E.P. students.

Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional assistance to meet the NY State standards in ELA. Although the intensity of the services provided vary, based on the individual needs of students, all grade 6-8 students performing in Levels 1 and 2 and all students deemed to be at risk, including students with disabilities and English Language Learners, will receive appropriately targeted services. Former ELLs are included in AIS services on of the following AIS services ; Jamestown Reading Navigator, Read 180 ,SRA, AMP, River Deep , and Focus on Literacy.

ESL Strategies across the curriculum, Stages of Second Language Acquisition, Exemplary Practices for Engaging ELLs in the Mainstream Classrooms and Cluster Teacher Instructional Programs, Integrated Reading and Writing Lessons for ELLs, Differentiated Instruction and Accountable Conversations for ELLs, Teaching students metacognitive strategies , Connecting the curriculum to a student's culture/experiences, Use of manipulatives, pictures and or objects, Providing demonstrations of academic tasks before students are asked to perform them (modeling) as well as The Writer's Workshop for ELLs are implemented to ensure that ELLs meet standards and pass the required city and

4 . Part 154 Extension of Services List allows Long Term ELL's to remain in ESL and allows for extended time as a test modification on all standardized tests. Academic Intervention Services (AIS). A teacher, specifically assigned for this purpose, will instruct Extension of Services students in small groups. AIS teacher will focus on reading and writing strategies as well as test preparation to ensure that Long Term ELLs meet the standards. A teacher who has been assigned to work with "newcomers" provides instruction that helps these students acquaint themselves to American life and orient them to American culture, their new community, and school routines/expectations. The newcomers use the English Language Learning and Instruction System, ELIIS. This is interactive multimedia software for teaching English as a second language. The software uses translation in more than 60 languages, video and digitalized sound, voice recording and animation to make teaching and learning English a more participatory process. We are also implementing the R.E.V. program. R.E.V vocabulary enrichment program the program consists of 10-minute-a-day vocabulary instructional activities that assist English Language Learners to develop academic language in reading and writing. Data indicates that the ELL population can significantly benefit from vocabulary instruction. This program will be primarily used with intermediate and advanced students.

For the 2010-2011 school year, IS 227 will be implementing Achive 3000. 375 licences were purchased to served beginners, intermediates and advanced students

Achive 3000 is a simple Five-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency, as well as writing skills. During this sequence, students receive nonfiction reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of these five steps is based on best practices that have evolved out of decades of reading research.

ELLs with IEPs will receive all above services and will be serve according to their IEP mandates. Although we do not have a large population of SIFE students, a SIFE libraries have been purchased to be sued with SIFE students Profesional development on how to better serve this population is also being implemented.

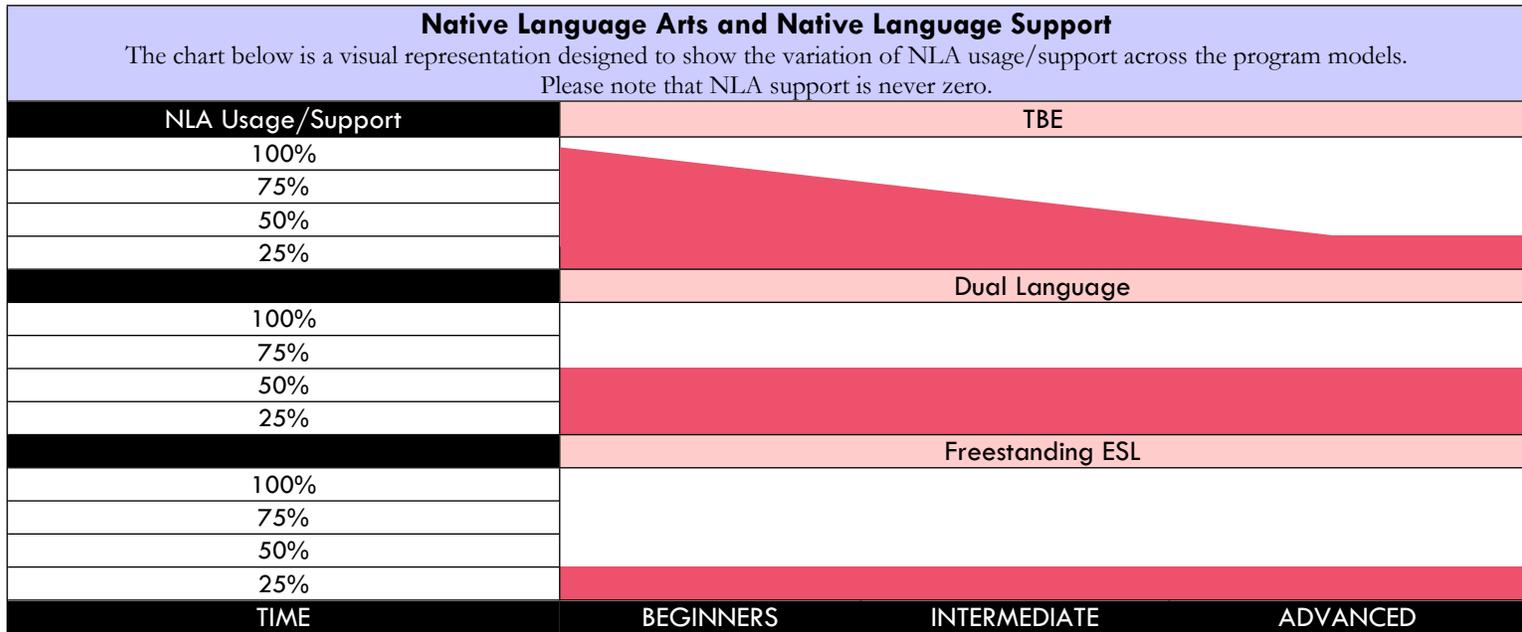
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**B. Programming and Scheduling Information--Continued**

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

5. IS 227 continuously uses a data-driven approach to improve student performance. By using item analysis, portfolio assessment, and other indicators we identify and address student weaknesses and target areas for growth on an on-going basis. The Assistant Principal of ELLs and the ESL coordinator use the RMSR and the RNMR on ATS from the NYSESLAT to program the ELLs according to level. This data is also used by teachers to plan instruction. For those students that do not have a NYSESLAT score the LAB-R score (data) is used. Academic Intervention Services (AIS) are provided to meet the needs of all students who require additional assistance to meet the NY State standards in ELA. Although the intensity of the services provided vary, based on the individual needs of students, all grade 6-8 students performing in Levels 1 and 2 and all students deemed to be at risk, including students with disabilities and English Language Learners, will receive appropriately targeted services. Former ELLs are included in AIS services on of the following AIS services ; Jamestown Reading Navigator, Read 180 ,SRA, AMP, River Deep , and Focus on Literacy. In order to target the needs of ELL population, IS 227 analyzes and interprets all assessments; ELL interim assessment, acuity, ELA tests scores, NYSESLAT scores and NYSESLAT scores by modalities. We additionally note students' years of ESL service, years in the United States, educational level in their country of origin and any other relevant information that may help teachers get a better snapshot of the student they are working with, (for example: student comes from Mexico, but does not speak Spanish.) In addition to the data gather by the above assessments, teacher's conferencing notes are kept. All the results of the above indicated assessments are essential and used planning and implementing data driven, standards based, differentiated lessons using Tier I and Tier II interventions that are specific to the needs each student. Data is updated monthly for ELL students grades sixth (6) to eight (8).
6. ELL that have reached proficiency on the NYSESLAT continue to receive AIS services as well as all testing accommodations State test exams.
7. New Program-This year IS 227 will be implementing Achieve 3000. 375 licences were purchased to served beginners , intermediates and advanced students Achieve 3000 simple Five-Step Literacy Routine that improves vocabulary, comprehension, and reading fluency, as well as writing skills. During this sequence, students receive nonfiction reading materials and follow-up activities that are precisely matched to their learning abilities. Each one of these five steps is based on best practices that have evolved out of decades of reading research.
8. We are not going to be using Succes maker and My Acces, also a web based program. IS 227 will be placing all efforts in using Achive 3000. Data indiacates that schools using this porgram have made good academic gains.
9. ELL students fully participate in the ELA, Math and other content areas of instruction with non ELL students All ELL students participate in extracurricular activities that include but not limited to; educational class trips, educational performances, the arts and music, additionally: NIA. Chess club, Drama Club, and Dance club.
10. All Ell students are taught using the Shining Star Program. This is a three-level English language learning program based on the systematic development of skills and strategies. The program comes with a students workbook, an annotated teacher's edition, an audio program, an assessment guide, resources for teachers, resources for students, transparencies, videos and student cd-rom. The program is designed to help students learn the English they need for the different school subjects. Each selection has a variety of topics, including, science, math, and social studies. ELLIS for Beginners. Achive 3000 for all levels, R.E.V it Up for Intermediate and advance levels.
11. In order to support native language IS 227 has an extensive Lending Library in the students' native language. We additionally support the use of Native Language Arts (NLA)by providing Literature in NLA to students and parents alike.
12. Yes. required services support, and resources correspond to ELL's ages and grade levels.
13. We currently do not have a program.
14. ELLs are offered the same foreign language electives as non-ELLs.

### 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)?

IS 227 does not have a Dual Language Program

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

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

Our needs assessment shows that professional development is needed in the balanced literacy model in the ESL class. Our focus will also extend to activities to promote cultural awareness and to share best practices. We will also continue to provide our teachers with outside professional development as it becomes available.

- QTEL training.
- Cooperative Learning
- ESL/LA standards
- Adapting Content Area
- Incorporating graphic organizers
- Portfolio assessment
- NYSESLAT
- ESL strategies
- Classroom Management,
- Content Based Instruction/ Sheltered instruction method
- Overview of Second Language learning theory; BICS, CALP Comprehensible Input
- Scaffolding
- Graphic organizers
- Think aloud
- Social Cultural theory
- Addressing the needs of English language Learners with disabilities
- Team teaching strategies
- Vocabulary PD

We additionally provide all staff members, (AP, subject area teachers, guidance counselors, Special Education teachers, Psychologist, Occupational Therapist, Physical Therapists, Speech Therapist, Secretaries and Parent coordinators) with an ESL strategy of the week, every week and with inter-visitations as well as lunch and learn. Training will also take place during monthly Academy meetings. Additional the CFN, Asian and Spanish BETACs have provided and will continue to provide professional development to meet the minimum 7.5 hours of ELL training for all staff as per Jose. P.

ELLs attending High School are encouraged to participate in the Summer School Intensive English Language Institute at The City University of New York.

#### E. Parental Involvement

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

1. Our continuing efforts will focus on strengthening home-school relationships and increasing parental and community involvement. Parent workshops will continue to be designed to bring the parent community (with a specific focus on reaching our ELL and Special Education parents) as well as the wider community together to support all of the students in the school. The Parent Coordinator plays a vital role in the facilitation of outreach to the parent community via surveys and phone calls. The PC continues to offer the following opportunities for parental involvement at IS 227: Family Outings, Family Movie Night, and Parent workshops  
Principal Partnership Workshops, ESL Parent Orientation Workshops, are offered thorough the year in the language parents understand. Translators are available for these meetings and all school written communication are translated as well.

2. Yes. IS 227 has a great partnership with the Spanish and Asian BETACs. The BETACs provides technical assistance at no charge to our school, for our staff as well as for parents. We have students volunteers from neighboring collegues that come and traslate for our parents and teachers 3 times a week.

3. Through surveys.

4. By addressing the survey needs.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						46	58	66					170
Intermediate(I)							33	38	44					115
Advanced (A)							61	38	45					144
Total	0	0	0	0	0	0	140	134	155	0	0	0	0	429

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							20	26	16				
	I							21	28	27				
	A							46	41	42				
	P							29	29	45				
READING/ WRITING	B							27	43	51				
	I							32	39	43				
	A							49	40	34				
	P							9	1	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6		17		52		45		17	131
7		22		66		40		12	140
8		20		44		42		36	142
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8		29		65		53		8	155
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8		43		22		47		7	119
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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?

since most of the ELL students are at a level 1 in ELA (207) and we have (0) ELLs scoring at a level 4. However, this year we do have 110 students scoring at a level 2 and 9 at a level 3. We are addressing this by providing

AIS services to all students that score a level 2. After-school program has been created to continue to provide support to ELLs. ELL students in the 6th- through 8th grades and all ability levels will be invited to attend. Classes will focus on all language skills with a concentration on reading and writing. An appropriate number of highly-qualified teachers will execute these sessions to ensure a small class size of ELLs.

These sessions will meet 2 times for 2 hours. Preparation for the NYSESLAT will also take place during these sessions. NYSESLAT test prep material from Continental Press (Pearson) will be purchased. We have used this material in years past and have yielded good results. They help students become familiar with the types of questions they will face on the testing day. American culture will also be stressed to assist with building the students' prior knowledge. This knowledge is a necessity for ultimate success state exams. The session will run from January through April. The assigned supervisor will maintain a high attendance rate for the students as well as assisting the teachers with maintaining challenging, skillful lessons.

Our ELL population takes the NYS Mathematics exam in their native language and is doing well. Sixty five (65) students score at a level 4; one hundred twenty seven; (127) at level 3; one hundred 162 level 2 and 59 at level 1. The students at level one and two are being targeted by AIS and will be receiving support in addition to the 371/2 minute support.

Social Studies; 43 students at level 1 , 22 at level 2 , 47 at level 3 and 7 at level 4 . Science results; 29 at level 1 , 65 at level 2 , 53 level 3 and 8 level 4.

ELLs students' results and patterns across proficiencies and grades are closely monitored by ESL coordinator, Assistant Principal and the Principal. Students are closely monitored to see which class he/she is having difficulty with and failing. Student and teacher are provided with additional support by support services. We monitor each student's progress by marking period/ classes failed who taught the class, who teaches ESL to the student., NYSESLAT scores.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		6/30/10
	Assistant Principal		6/30/10
	Parent Coordinator		6/30/10
	ESL Teacher		6/30/10
	Parent		6/30/10
	Teacher/Subject Area		6/30/10
	Teacher/Subject Area		6/30/10
	Coach		6/30/10
	Coach		6/30/10
	Guidance Counselor		6/30/10
	Network Leader		6/30/10
	Other		