



**M.S. 246 WALT WHITMAN**

**2010-11**

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

**SCHOOL: M.S. 246 WALT WHITMAN**  
**ADDRESS: 72 VERONICA PLACE**  
**TELEPHONE: 718-282-5230**  
**FAX: 718-284-6429**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 331700010246      **SCHOOL NAME:** M.S. 246 Walt Whitman

**SCHOOL ADDRESS:** 72 VERONICA PLACE, BROOKLYN, NY, 11226

**SCHOOL TELEPHONE:** 718-282-5230      **FAX:** 718-284-6429

**SCHOOL CONTACT PERSON:** BENTLY WARRINGTON      **EMAIL ADDRESS** BWarrin@schools.nyc.gov

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

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Julie Robinson

**PRINCIPAL:** Bently Warrington

**UFT CHAPTER LEADER:** Hollis Amede

**PARENTS' ASSOCIATION PRESIDENT:** Kim Killkenny

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 17      **CHILDREN FIRST NETWORK (CFN):** 602

**NETWORK LEADER:** JULIA BOVE/Jose V. De La Cruz

**SUPERINTENDENT:** RHONDA HURDLE TAYLOR

**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
Bently Warrington	Principal	Electronic Signature Approved.
Julie Robinson	UFT Member	
Winifred Murdaugh	UFT Member	
Hollis Amede	UFT Chapter	
John Wilson	Teacher	
Carolyn Chaudhory	Teacher	
Tessa Minns	Parent	
Richard Manmohan	Parent	
Max Jean Baptiste	Parent	
Kim Kilkenny	PA/PTA President or Designated Co-President	

\* 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.

□ The mission of MS 246 is to foster our students' cognitive growth, creative potential, social and emotional learning. Our efforts are rooted in the conviction that every student has the capacity to learn and succeed, and that every member of the Walt Whitman Community has the right and the responsibility to learn. We are committed to ensuring a safe and nurturing environment, to prepare our students to be competent, ethical, global and responsible citizens. We will provide a rigorous curriculum with high expectations for all students. We believe that learning is best achieved when we acknowledge and celebrate diversity within all elements of our community. We believe in creating and maintaining effective partnerships and promoting active involvement with the community at large. Our belief that communication is the bridge to share values, visions, and events with those we serve. It is through these beliefs that we pledge to serve our community. The school has applied for and received the Middle School Success Grant: we focused on three key areas; integrated, engaging instructional program, overage population, and disrespect and behavior. After conducting research surveys and interviews with our constituency, it was determined that we would implement a Project Based Learning curriculum, an accelerated program for students meeting criteria, and a social emotional component to reinforce school policy. Walt Whitman is a diverse school with three academies. Our academy structure affords us the opportunity to have three small settings to offer students a close-knit, familial instructional community, small class size, and individualized instructional services. The staff is dedicated to high standards of academic achievement. Ninety percent of the staff are certified with higher academic degrees. The school also has rich and varied extracurricular programs to assist students in their adolescences as well as, interventions for at risk students in the form of remediation, tutorials, and academics. Enrichment programs in dance, music, multi media arts, web design, film making and visual arts are provided for both advanced and other sub groups. The school use variety of program to accomplish the task of educating the whole child. The programs used are: Achieve 3000, Plato (individualized ELA and Math), and Regents Math. Additionally, we collaborate with several professional organizations, companies and universities such as Keyspan, St. John's University, Bank Street College, Computers for Youth, Urban Advantage, Community Mediation Services, Brooklyn College Community Partnership, and Mondo to assure the task of the education of the whole child is accomplished. Our parents are involved and participate in workshops, conferences and school events. We hold regular monthly meetings, workshops, and training for parents. In addition, a variety of family, community, and celebratory events and activities are routinely held. We are a school dedicated to infusing the latest technological innovations to provide rich, comprehensive and contemporary instructional techniques. Our school is equipped with a multi media film studio and photo lab. Our classrooms have computers, flat screen televisions, and each academy has mobile laptop carts for daily student use. 99 % of our teachers use the SMARTboard as an instructional tool. We also have a computer lab, instrumental music room and art studio.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		M.S. 246 Walt Whitman								
<b>District:</b>		17	<b>DBN #:</b>		17K246	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</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 checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			88.6	90.8	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			88.5	88.55	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		185	196	178	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		264	197	192			75.2	75.2	83.6	
Grade 8		308	277	223						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			16	39	TBD	
Grade 12		0	0	0						
Ungraded		0	2	1	<b>Recent Immigrants - Total Number:</b>					
Total		757	672	594	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							24	15	21	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		61	66	57	Principal Suspensions		148	147	TBD	
# in Collaborative Team Teaching (CTT) Classes		53	72	69	Superintendent Suspensions		39	37	TBD	
Number all others		36	43	32						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		45	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	66	97	107	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	8	31	Number of Teachers	89	73	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	19	17	TBD
				Number of Educational Paraprofessionals	6	6	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	15	13	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	68.5	72.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	60.7	64.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	81	TBD
American Indian or Alaska Native	1.1	0.6	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.4	91	TBD
Black or African American	85.2	85.1	85.4				
Hispanic or Latino	11.2	12.8	13				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.4	0.2				
White	1.8	0.9	0.8				
Multi-racial							
<b>Male</b>	55.9	55.8	55.7				
<b>Female</b>	44.1	44.2	44.3				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	X			ELA:			
Math:	Y			Math:			
Science:	X			Graduation Rate:	-		

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	70	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	18.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	35.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	

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

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

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

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

□

After reviewing this data, it is clear that we need to improve instruction and transition between grades six and eight in English Language Arts. At every performance level we are losing students, from 96% in grade six, to 94% in grade seven, and 89% in grade eight at level 2, it is more dramatic at level 3 41% in grade six to 32% in grade seven and 26% in grade eight.

In mathematics the results are less significant between grades, but we must address moving a significant portion of our level 2's to level 3's and maintaining them throughout their academic tenure.

Data analysis also indicates that for the last three years, our ELL's have not made Annual Yearly Progress in English Language Arts.

Analysis of school data has indicated that there is a gender difference in English Language Arts scores, girls seem to be performing better, but this has begun to level off. In mathematics students regularly participating in the PLATO Lab have demonstrated significant improvement on standardized assessments. In special education we are placing a higher number of students into CTT classes rather than self-contained. We are proud to have had our largest number of de-certifications this year.

Subgroup analysis has identified our LEP/ELL population in need of intensive intervention in order to demonstrate AYP. After conducting needs assessment, it was found that the ELL student group has underperformed all other subgroups for the past three years.

Our greatest accomplishments this year was to design, plan, and implement the Middle School Success Grant, as well as collaborating with Brooklyn College on the 21<sup>st</sup> Century grant. We also

have formed and conducted regular inquiry meetings for the Inquiry Team; meeting with teachers and guidance counselors, collecting and analyzing data, and developing strategies to improve performance. We have identified areas in need of improvement; monitoring instructional strategies; increasing sample size; and developing teacher independence and skill.

We are proud to have had significant increases in the return of school surveys among teachers and parents. This demonstrates an improved school culture and climate. We had approximately one third of parents, two thirds of teachers, and ninety percent of students returning the school performance survey. This will enable us to receive feedback that is truly representative of the school community.

Our teachers have participated in bi-weekly training sessions (Lunch n' Learns) in ELA, Math, and Special Education in an effort to build capacity in our professional learning community, which has resulted in improved teacher dialogue and understanding of methodologies. This year we will implement monitoring of strategies and skills developed during these sessions to improve implementation and accountability.

We will continue Project Based Learning Initiative in English Language Arts and Social Studies. we will begin implementation in Science and Mathematics. Consultants from Bank Street, Mondo and Educhange working with our teachers in an effort to improve instructional delivery, engagement, and motivation.

Our challenges are significant; we have a large transient population. It is difficult to achieve 90% attendance and participation in our extended day and after school programs, particularly in the seventh and eighth grades. What the School does well:

- The staff is empowered through their professional learning communities
- Student behavior, supported by the academy structure is good and increases engagement
- Students appreciate the varied talent and arts program the broaden their horizons
- Teachers have relevant performance students data which they access and use through a student database
- Procedures are in place to monitor student achievement in English Language Arts and Math.
- The Academic intervention programs to meet students needs are effective.
- Academic programs for Special Education Students and English Language Learners are effective.

Aids or barrier to the schools continuous improvement:

- Development plans must contain measurable goals timelines and benchmarks that are shared with all constituents.
- Data analysis systems to provide updated, disaggregated information on all groups.
- Data should be used more effectively to track class, grade, department and academies progress over time

- Students should be involved in goal process and consistently know how to reach their targets
- Develop differentiated teaching and rigor in each class to address the needs of all students
- Raise the level of attendance and reduce tardiness.

## SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By June 2011 implement the core components of the NYC English Language Arts and Social studies Core Curriculum aligned with the NYS Standards. The NYS results report will indicate an increase in the number of students achieving State proficiency level as measured by the NYS assessments and interim NYC assessments.	<input type="checkbox"/> <input type="checkbox"/> To increase the capacity of teachers to provide effective instruction in English Language Arts and Social Studies with an emphasis on student-centered, inquiry-based instruction to effectuate students academic outcomes.  By June 2011 implement the core components of the NYC English Language Arts /Literacy and Social Studies Curriculum aligned with the NYS Standards. The NYS results report will indicate an increase in the number of students achieving State proficiency level by 30% as measured by the NYS assessments and interim NYC assessments.
<input type="checkbox"/> By June 2011 implement the core components of the NYC Mathematics and , Science Core Curriculum aligned with the NYS Standards. The NYS results report will indicate an increase in the number of English Language Learners, and Special Education students achieving State proficiency level as measured by the NYS assessments and interim NYC assessments.	<input type="checkbox"/> <input type="checkbox"/> To increase the capacity of teachers to provide effective instruction in Math and Science to effectuate students academic outcomes.  By June 2011 implement the core components of the NYC Mathematics and Science Curriculum aligned with the NYS Standards. The NYS results report will indicate an increase in the number of students achieving State proficiency level by 25% as measured by the NYS assessments and interim NYC assessments.
<input type="checkbox"/> By June 2010 implement the core components of the NYC English Language Arts /Literacy and Social Studies, Science and Math Core Curriculum aligned with the NYS Standards. The NYS results report will indicate an increase in the number of English Language Learners, and	<input type="checkbox"/> <input type="checkbox"/> To increase the capacity of English Language Learners and Special Education teachers to provide effective instruction in English Language Arts and Social Studies with an emphasis on student-centered, inquiry-based instruction to effectuate students academic

<p>Special Education students achieving State proficiency level as measured by the NYS assessments and interim NYC assessments.</p>	<p>outcomes.</p> <p>By June 2011 implement the core components of the NYC English language Arts/Literacy, Social Studies, Math and Science Curriculum aligned with the NYS Standards. The NYS results report will indicate an increase in the number of English Language Learners and Special Education students achieving State proficiency level by 15% as measured by the NYS assessments and interim NYC assessments.</p>
<p><input type="checkbox"/> To develop teacher proficiency in technology and Web 2.0 technologies to improve students outcomes.</p>	<p><input type="checkbox"/> To develop teachers' expertise in the effective utilization of technology data to improve instruction within and across the curriculum.</p> <p>By June 2010 results report will indicate an increase in the number of teachers using various assigned data tools by 95% as measured by snapshot reports of teachers log-in.</p>



## SECTION VI: ACTION PLAN

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

**Subject Area**

(where relevant) :

\_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011 implement the core components of the NYC English Language Arts and Social studies Core Curriculum aligned with the NYS Standards. The NYS results report will indicate an increase in the number of students achieving State proficiency level as measured by the NYS assessments and interim NYC assessments.</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><input type="checkbox"/> <b>ProfProfessional development will be to provide support and instructional guidance to teachers to meet the needs all students. with emphasis on meeting the needs of subgroup will be on gonig.</b></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> As per galaxy entries.</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><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>Accountability reports</li> <li>Observation Reports Informal/Formal</li> <li>Teacher Assessments</li> <li>Interim assessments</li> <li>Summative Assessments</li> <li>New York State Assessments reports</li> </ul>

	<p>ATS reports  SES Provider Reports  Walk Through  Agenda  Individual student growth measured across periodic and other assessment  Coaches logs  Minutes</p>
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**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011 implement the core components of the NYC Mathematics and , Science Core Curriculum aligned with the NYS Standards. The NYS results report will indicate an increase in the number of English Language Learners, and Special Education students achieving State proficiency level as measured by the NYS assessments and interim NYC assessments.</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><input type="checkbox"/> Through LAB-R, ELA and Math diagnostic assessments identify ELL and Special Ed. performance level, group accordingly and provide targeted interventions.</p> <p style="padding-left: 40px;">Provide push-in and pull-out interventions for each level in English Language Arts and Mathematics.</p> <p style="padding-left: 40px;">Provide afterschool and Saturday remediation for all ELL and Special education levels in English Language Arts and Mathematics.</p> <p style="padding-left: 40px;">Utilize Achieve 3000 and PLATO to provide intensive targeted interventions.</p> <p style="padding-left: 40px;">Schedule common planning time for ESL teachers to work collaboratively with ELA and Math teachers on strategies to enhance language immersion activities and intervention strategies for ELL's.</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

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

\_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2010 implement the core components of the NYC English Language Arts /Literacy and Social Studies, Science and Math Core Curriculum aligned with the NYS Standards. The NYS results report will indicate an increase in the number of English Language Learners, and Special Education students achieving State proficiency level as measured by the NYS assessments and interim NYC assessments.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <i>Provided teachers with professional development in:</i></p> <ul style="list-style-type: none"> <li>Web 2.0 technology</li> <li>Smartboard technology.</li> <li>Calendared formative and other assessments tools usage</li> <li>Data analysis, proficiency and differentiation tool usage</li> <li>Increase the degree of data use in instructional planning</li> <li>Measure log-ins into ARIS, nyStart PD 360, NYLearns, Datacation and other assigned data tools</li> <li>Use of data for remediation and academic intervention.</li> <li>Lunch and Learns; Study groups; Self manage growth; Collaborative learning;</li> </ul>

	<p>Institutes; Tailored and packaged external programs, Portfolio development          Provide participants with opportunities to learn, in small groups and larger setting.          Examination of own practice with the aim of the school instructional and          Technology plan          Train teachers to use ARIS, NYLearns, PD360, Echalk, and Datacation</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

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

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To develop teacher proficiency in technology and Web 2.0 technologies to improve students outcomes.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Conduct sixth grade orientation to provide middle school transition, organizational skills, and parent information in August 2010. Implement Advisory program for sixth and seventh grade...</p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

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

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6		57	50	45	24	8	8	15
7	80	83	60	55	32	12	8	14
8	95	64	75	70	20	14	9	16
9								
10								
11								
12								

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><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.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> Academic intervention services will be provided in English Language Arts through a variety of strategies and programs. The first method is Tier One intervention (classroom instruction) utilizing Project Based Learning as the instructional format base, providing sustained professional development, curriculum outline, study groups, congruent planning times, a lead teacher, pacing calendars, lesson formats, and data analysis training for teachers. Students were identified and placed in extended day classes to provide small group instruction. Targeted students are placed in, Achieve 3000 and PLATO ELA in small instructional groups during extended and regular day. One to two periods a week a literacy block was scheduled with a team of teachers to provide intensive instruction.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Academic intervention services will be provided in Mathematics through a variety of strategies and programs. The first method was a Tier One intervention (classroom instruction) with sustained professional development for teachers and utilization of a Math Coach, pacing calendars, lesson formats, SMARTboards, and teacher training in data analysis. A full-time PLATO Lab technician will be hired to provide PLATO to small groups/individual students throughout the school day. An afterschool and Saturday PLATO Lab session will be scheduled for additional assistance for targeted students.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Academic intervention services will be provided in Science through a variety of strategies and programs. The first method is Tier One intervention (classroom instruction), providing sustained professional development, a lead teacher, pacing calendars, lesson formats, and data analysis training for teachers. Training in the inquiry based, hands-on approach, and curriculum integration will be conducted.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> Academic intervention services will be provided in Social Studies through a variety of strategies and programs. The first method was a Tier One intervention (classroom instruction), providing sustained professional development, a lead teacher, pacing calendars, lesson formats, and data analysis training for teachers.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Guidance counselors will receive a list of at-risk students and conduct group or individual counseling sessions. They will also conduct parent outreach and educational programs to improve attendance and provide intervention for families in crisis. They will provide workshops for parents on health, social, economic, and other issues. They will meet monthly with administrators, and ATS/Family worker to coordinate services.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> The School Psychologist will conduct counseling sessions, articulation and training sessions for guidance counselors, ensure monthly parent intervention workshops, conduct parent outreach, and attend attendance meetings.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> N/A
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Health related workers will ensure student's health is monitored; provide information on health related issues to parents, outreach, and referral to remedy health related absences.

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

**6, 7 & 8**

**Number of Students to be Served:**

**LEP 125**

**Non-LEP 0**

**Number of Teachers 3**

**Other Staff (Specify) N/A**

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

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

**Language Instruction Program**

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

□

### **WALT WHITMAN MIDDLE SCHOOL LANGUAGE ALLOCATION POLICY**

Walt Whitman, an urban middle school in District 17, is located in the Flatbush section of Brooklyn. The surrounding area is primarily a working class, immigrant community. For the current 2010-2011 school year, approximately 602 students are enrolled in grades six through eight. The school is divided into three academies, each lead by an Assistant Principal. Each Academy has its own identity and the school operates as three schools in one. The student population was predominately Black 85%, Hispanic 12%, and 2% White and 1% Asian students; 100% are eligible for free lunch. Our school reflects the community in the fact that 17% of our student population are recent immigrants. MS 246 has three freestanding ESL classes that supports the academy structure. One teacher per academy service the students.

English as a Second Language is taught using the balanced Literacy Approach, which consists of independent, paired and shared reading, literacy centers, literature circles, writer's workshop, interactive read aloud, word study, teacher/student reading and writing conferences. In addition, classes are now undergoing an interdisciplinary approach using project based learning in the contents of English Language Arts and Social Studies.

Beginning/Intermediate level students receive eight periods of ESL, and advanced students receive four periods of ESL and four periods of ELA per week. Student performance on the Mathematics and ELA assessments are comparable to our general education population with the majority of our ELLs performing at Level 1 and 2.

We have many services in place in an attempt to remediate any deficiencies in the content area. Our students receive academic intervention services during the day and we also have an after school tutorial 3 days a week for a total of six hours (this is in addition to our current Title III program).

Of the 82 students who took the NYSELAT in 2009- 2010 school year, 28 scored at beginning level, 27 at intermediate and 27 at the advanced level. Our students' strongest modality is listening and speaking. Their weakest modality is reading and writing. To increase student performance in reading and writing, all classrooms will have libraries in English and in the students' native language. In both programs, students will be grouped according to levels and modality. Within each level, instruction will be differentiated to address individual students' level of proficiency in each modality. Students will be placed appropriately in collaborative group, and teachers will use the scaffolding method of teaching and learning.

Scaffolding activities will provide support for student learning that can be modified as students are more autonomous as they engage in learning activities. Instruction will include English language development lessons so that teachers can help transition students from Native Language reading and writing into English.

ELLs are actively engaged in standards-based academic curriculum. In mathematics, Spanish speaking ELLs have Impact Math Books which are written in Spanish. However, our Haitian-Creole ELLs math books are translated by teachers. Our Spanish speaking students have leveled core classroom libraries provided by the department of education, while our Haitian Creole speaking children have classroom libraries (all texts translated in Haitian Creole) provided by "Educa Vision." Research shows that students who develop full proficiency in their native language will experience greater academic success in English.

Lessons are taught using the same balanced literacy workshop model as in ESL and ELA. Programs such as 37.5 Minutes morning Program, The ELL after School Program (Title III funded), The M.S. 246 Academic Tutorial Program and Perfect Score and (Supplemental Education Programs) provide tutorial assistance to children who score below grade level in literacy, math, and on the NYSELAT assessment. Our students with interrupted formal education also benefit from these programs.

Instructional Coaches and Lead Teacher will provide staff development on a weekly basis during professional development sessions. Topics will include The Principles of Learning, The Cognitive Academic Language Learning Approach (CALLA), and other areas as ascertained from teachers' individual needs assessment surveys. Teacher training will emphasize scaffolding as an instructional strategy and the integration of language and literacy in academic content. The focus is on how to accelerate academic achievement and English language development for secondary English Language Learners.

The goal of our professional development is to provide instructional support to our teachers in order to refine their pedagogical skills and improve student

performance. Our professional development activities are designed to enhance our teachers' abilities to understand and use curricula, assessment measures and instructional strategies for LEP students.

Instructional Specialists and mentors visit classrooms on a weekly basis, confer with teachers and schedule intra- visitations. They demonstrate methods of effective teaching, introduce strategies that will improve students' comprehension, and review, plan and model standards based lessons that reflect higher order thinking skills.

During professional development and department meetings teachers practice using rubrics to evaluate student work in turn, they provide constructive feedback, analyze assessment data to inform and modify instruction, discuss and implement exemplary research based practices, arrange intra- visitation for teachers to observe effective instruction and classroom management, and

review the development of strategic analysis of student performance.

<!--[if !supportLists]--> <!--[endif]-->program duration

<!--[if !supportLists]--> <!--[endif]-->

Programs such as The ELL Enrichment Program, and Perfect Score (Supplemental Education Services) provide tutorial assistance to children who score below grade level in literacy and math.

Approximately 20 students on each grade level (grades 6/7/8) will be offered 6 hours of intensive academic services in ESL and ELA. The program will operate on Tuesday Wednesday and Thursday 3 to 5 p.m. Two ESL teachers and one ELA teacher will service students. Three teachers at six hours per week is a total of 18 hours. This program was selected because a majority of our ELL parents register their students for academic services after school. Beginning level students will be instructed intensively using ESL instruction. Materials to be used for the supplemental program have been maintained from previous years and will be used this year (Visions). Achieve 3000, a web based multi-language program will be used for intermediate to advanced students. The tasks outlined in the program are designed to help students acquire semantic and syntactic knowledge of English, and pragmatic knowledge about how English is used. Students will also utilize laptops, which have been downloaded with the Visions literacy program and to access Achieve 3000 website. The laptops will be secured in room 223.

### **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.

□

The math coach and literacy lead teacher as well as support from CFN Network 602 will provide staff development on a bi-weekly basis during professional development sessions. Topics will include The Principles of Learning, The New Teaching Standards, The New Core Standards and other areas as ascertained from teachers' individual needs assessment surveys. Teachers are also in access with username and password to PD 360, a web based professional website. All content area teacher will revisit QTELL training offsite based on budget.

Professional development will be offered during the school year for all ELL/bilingual teachers through our school network affiliates. Classroom support will be provided by school mentors and intra-visitations as well as through the Network for the 2010-2011 school year. This will support the implementation of the methodologies proposed at training sessions. Trainings will emphasize scaffolding as an instructional strategy and the integration of language and literacy in academic content, as well as looking at data. The focus is on how to accelerate academic achievement and English language development for secondary English Language Learners.

The goal of our professional development is to provide instructional support to our teachers in order to refine their pedagogical skills and improve student performance. Our professional development activities are designed to enhance our teachers' ability to understand and use curricula, assessment measures and instructional strategies for LEP students.

The coach and lead teacher will visit classrooms on a weekly basis, confer with teachers and schedule intra-visitations. They will demonstrate methods of effective teaching; introduce strategies that will improve students' comprehension, review, plan and model standards based lessons that reflect higher order thinking skills.

During professional development, teachers practice using rubrics to evaluate student work and provide constructive feedback, analyze assessment data to inform and modify instruction, discuss and implement exemplary research based practices, arrange intra-visitation for teachers to observe effective instruction and classroom management, and review and development strategic analysis of student performance.

Professional Development activities begin through the summer into September and commence the last week of June. During the school year teachers will attend periodic workshops outside the building provided by network affiliates.

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

At M.S. 246 we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. Our parents use technology to communicate with the school and teachers through the school messenger system. Also parents and teachers communicate through the school website (MS246.org). We have an active Family Room with a parent coordinator parent support team as part of our continuing efforts towards a school-wide focus on strengthening home-school relationships and increasing parent and community involvement. To support parent involvement efforts, a parent coordinator will continue to work with parents, students during the 2010-2011 school year.

M.S. 246 enjoys collaborations with several community-based organizations including, Brooklyn College, and Community Mediation Services and the Flatbush Development Corp. These agencies provide ongoing parent outreach, counseling, student tutoring, and referrals to other support agencies and are vital components of the Academic Intervention Services. The school is currently working on expanded opportunities for adults to continue their education as the means to attain self-fulfillment, both academically and economically.

During the first week of October, an orientation session will be provided for parents of the children in the Bilingual and ESL programs who are new to the NYC Public School System. There are two mandated orientations during the year to inform ELL Parents of curricula implementation.

**Section III. Title III Budget**

School: N/A  
 BEDS Code: 331700010246

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	Code 15 Professional Salaries Teachers: \$42PS/HR	<input type="checkbox"/> 3 Teachers engaged in after- school instruction @ 3 session per week (2hrs) for 12 weeks  \$10,742.00 Teacher per session
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3033.00	<input type="checkbox"/> Classroom library of 1000.00 + textbooks and audio sets
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A

<b>Other</b>	\$1355.00	<input type="checkbox"/> Professional development services through networks and varied organizations
<b>TOTAL</b>	<b>0</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**

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

Students whose native language is other than English need to benefit from the same services as other students. The Needs Assessment is conducted upon registration in order to provide optimal services to families.

An initial identification of written translation is completed within two weeks of enrollment eligibility using LAB-R. The assistant principal used the School Building Report of LEP Students Served of CR Part 154 (A-3) form.

A follow-up study is conducted by the ELL supervisor based on the NYSESLAT data which is an ATS report. The report shows that there was critical need for written translation services in order to communicate with parents. The report showed that in order for parents whose language is other than English to participate on a level playing field they need to have information written and spoken to in their native language. Correspondence is provided and can be acquired in English, Haitian Creole, Arabic, French, and Spanish for communicating with parents and for testing. Testing is done for newly admitted students where the home language is ascertained.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Findings were reported through student/ parent questionnaires, interviews, conferences, requests by family and friends of parents. At least 30% of Non-English speaking parents require translations. Parents' needs were met in house by secretaries, teachers, parent coordinator, assistant principal, and other support staff.

- Parental Notification- Parents of students whose native language is other than English will receive written notification of their children placement after enrollment.
- Parental Notification- Of PTA meetings; Parent Teacher Conference Dates; and other written notices.

- Information to Parents- Information to parents will be given to students whose native language is other than English in the language they understand.
- Equal Access/opportunity- Students whose native language is other than English will be provided equal access opportunity to all school programs and services and extracurricular activities. The materials will suit the needs of students whose native language is other than English.

## Part B: Strategies and Activities

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

Parental Notification- Of PTA meetings; Parent Teacher Conference Dates; and other written notices.

Parental Notification- Parents of students whose native language is other than English will receive written notification of their children placement after enrollment.

Information to Parents- Information to parents will be given to students whose native language is other than English in the language they understand.

Equal Access/opportunity- Students whose native language is other than English will be provided equal access opportunity to all school programs and services and extracurricular activities. The materials will suit the needs of students whose native language is other than English.

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

Oral interpretation services will be provided in-house by school staff such as parent coordinator, school support staff, guidance and teachers. When fit, outside contractors provided by the Department of Education will interpret for parents.

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>.

□ N/A

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$435,128	\$128,393	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,351		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,900	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$43,513	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
99%

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

On and off-site professional development, will be provided will be provided to enhance teachers’ abilities. Consultants from Bank Street and Mondo working with teachers on their pedagogy and instructional delivery. Bi-weekly action research/study groups are conducted to further ensure engaging, high quality, and effective instructional delivery. Departmental Lunch n Learn are conducted based on topic and need.

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

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

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

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

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#### **SCHOOL PARENTAL INVOLVEMENT POLICY**

Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

Our school will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

the carrying out of other activities, such as those described in section 1118 of the ESEA.

DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

Recruit parents for the Parent Association and School Leadership Team

Spring and Fall general parent meetings sign-ups.

Formal letter of invitation to first meeting.

Conduct a needs assessment survey of parents to determine needs and concerns

Hold regular meetings throughout the year to discuss these needs and to update and refine Involvement Policies.

Parent conferences held on district scheduled days and times in both fall and winter at building level. (See School-Parent Compact for specific dates.)

The Walt Whitman, Middle School 246 will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs below. We will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

School

<!--[if !supportLists]--> \_\_\_\_\_ II. <!--[endif]--><!--[if !supportLists]--> \_\_\_\_\_ III. <!--[endif]--><!--  
[if !supportLists]--> IV. <!--[endif]--><!--[if !supportLists]--> \_\_\_\_\_ V.  
<!--[endif]--><!--[if !supportLists]--> VI. <!--[endif]-->School-Parent Compact

<!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> \_\_\_\_\_ I. <!--[endif]-->Community Education  
Council

<!--[if !supportLists]--> \_\_\_\_\_ II. <!--[endif]-->Community School District Superintendent

<!--[if !supportLists]--> \_\_\_\_\_ III. <!--[endif]-->Region 6 Superintendent

<!--[if !supportLists]--> IV. <!--[endif]-->Local Instructional Superintendent

<!--[if !supportLists]--> V. <!--[endif]-->Parent Support Officer

<!--[if !supportLists]--> <!--[endif]-->Links to parent resources

<!--[if !supportLists]--> I. <!--[endif]--><!--[if !supportLists]--> II. <!--[endif]--> <!--[if !supportLists]--> <!--[endif]-->Pre- and Post-Survey to evaluate the program, compacts and involvement policy will be drawn up and sent by the parent association to parents/guardians/caregivers of Title I children.

<!--[if !supportLists]--> <!--[endif]-->Survey will direct parents to review attached policy and ask for specific recommendations.

<!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]-->Returns of survey will be compiled for analysis and discussion by Title I Coordinator and brought to the parent association for discussion.

<!--[if !supportLists]--> <!--[endif]-->Parents will evaluate the suggestions for possible adoption into existing policy.

<!--[if !supportLists]--> <!--[endif]-->the State’s academic content standards,

<!--[if !supportLists]--> <!--[endif]-->the State’s student academic achievement standards,

<!--[if !supportLists]--> <!--[endif]-->the State and local academic assessments including alternate assessments,

<!--[if !supportLists]--> <!--[endif]-->the requirements of Part A,

<!--[if !supportLists]--> <!--[endif]-->how to monitor their child’s progress, and

<!--[if !supportLists]--> <!--[endif]-->how to work with educators.

<!--[if !supportLists]--> <!--[endif]-->The school will provide support for parents to understand these topics in the following ways:

<!--[if !supportLists]--> <!--[endif]--><!--[if !supportLists]--> <!--[endif]-->Fall start-up meeting

<!--[if !supportLists]--> <!--[endif]-->Spring Celebration

<!--[if !supportLists]--> <!--[endif]-->End-of-Year Celebration



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

□

### SCHOOL-PARENT COMPACT

SCHOOL-PARENT COMPACT

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

#### PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

##### School Responsibilities

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:

##### Middle School 246

To ensure the success of each child a clear focus on high expectations will be woven throughout the culture of the school. Motivation for encouraging positive social integration, active engagement in learning, and self-motivation will be encouraged. Strategies that create an inclusive learning community will be used. Clear behavioral expectations will be outlined. Students will be encouraged to express their opinions and suggestion regarding their own learning. Instructional leadership will be characterized by an unwavering goal to achieve State, City and District mandates. To that end demonstrated leadership that enables the shared vision of the various constituencies will be achieved. A planning team with pertinent knowledge and background, consisting of school staff, parents, students, and community partners will be convened.

to help every student find ways of being successful within the academic and social options the school provides; and it will promote communication and coordination between home and school.

Our school will be a welcoming place for ELL students. The goal of the ELL program will be to help students integrate as quickly as possible into the daily academic and cultural activities of school life and regular classroom work. ELL students will be encouraged to participate in extracurricular school activities. Their parents will be encouraged to join the school's parents' organization to assist them in assimilating into the cultural mainstream of the school and community.

Professional development through local (school based), Regional and other partnered relationships will be continuous and deliberate. Professional development will be results driven and will focus on inquiry based teaching, project based learning, and technology. It will be standards based and will be embedded in the daily work of the school. Formal and informal assessment strategies for evaluating and ensuring the continuous academic, social, and physical development of the students will be used. To ensure that students can demonstrate that they have met the New York State Standards we will create appropriate assessment criteria and describe how assessment information will be communicated to students.

We will align assessment strategies with learning target and will decide how pre- and post- assessment data will be used to designed instruction and document positive impact on student learning. A calendar of school-wide assessment will be developed. Opportunities for immediate data disaggregation will be sought. Other forms of assessment including portfolios will be considered as long as they meet Regional standards. We will use technology to support and enhance instruction and student learning. Access to resources by all constituencies will be equitable.

We will provide access to comprehensive services to foster healthy physical, social, emotional, and intellectual development. We will provide students with opportunities for posing questions, reflecting on experiences, developing rubrics, and participating in decisions. We will provide students with opportunities to develop citizenship skills, use the community as a classroom, and engage the community in providing resources and support.

Our ambition is to ensure that both the community and NYS goal are met.

Parent-teacher conferences will also be held on Thursday, February 25, 2010 in the Evening, and afternoon, in the Winter of 2010.

Parents will receive report card on a quarterly basis. Additionally, The School Survey Report and Interim assessment reports will be made available to parents.

Staff member will be available for consultation with parents before 8:00 a.m., after 3:00 p.m. and during their preparation periods. The Parent Room and other administrative rooms will be available for conferences.

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

After consultation and training from Central, parents will be allow to interact with the student body. The will observe classroom activities, participate and also volunteer with students movement.

**Parent Responsibilities**

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

**PART II OPTIONAL ADDITIONAL PROVISIONS**

**STUDENT RESPONSIBILITIES**

(Describe the ways in which students will support their academic achievement, such as:

<!--[if !supportLists]-->	<!--[endif]--><!--[if !supportLists]-->	<!--[endif]-->come to school with all the necessary tools of learning- pens, pencils, books, etc.
<!--[if !supportLists]-->	<!--[endif]--><!--[if !supportLists]-->	<!--[endif]--><!--[if !supportLists]-->
!supportLists-->	<!--[endif]--><!--[if !supportLists]-->	<!--[endif]--><!--[if !supportLists]-->
!supportLists-->	<!--[endif]--><!--[if !supportLists]-->	<!--[endif]--><!--[if !supportLists]-->
!supportLists-->	<!--[endif]--><!--[if !supportLists]-->	<!--[endif]--><!--[if !supportLists]-->
!supportLists-->	<!--[endif]-->give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)	

**ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)**

Walt Whitman MS 246 will:

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.

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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**OPTIONAL SCHOOL RESPONSIBILITIES**

To help build and develop a partnership with parents to help their children achieve

the State's high academic standards, Walt Whitman MS 246 will:

work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.

work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

**SIGNATURES**

School Staff-Print Name	Signature	Date
Bently Warrington		09/18/2010
Parent(s)- Print Name(s)	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.

□

2. Schoolwide reform strategies that:

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

2a-d. The schoolwide reform strategies we have utilized to ensure that all children have the opportunity to meet state performance standards involve interventions at each Tier One-Three. The interventions take place in the classroom through differentiated instruction and with in class Achieve 3000, pullout PLATO and Achieve 3000 during the school day, after school, Saturdays and during extended time.

Our instructional program is based on scientific research and has been found successful in many schools. We use Impact math, have just developed a Project Based Learning curriculum for ELA and Social Studies. We use an inquiry based approach in our science classes. We have increased instructional time through after school, Saturday, and summer classes. We also have an extended day program. MS 246 has an enriched and accelerated curriculum in mathematics, with regents math classes; in English Language Arts through the PBL initiative. Our population has been underserved throughout history, we aim to provide equitable opportunities for all students. We attempt to meet some of the social emotional needs that are involved in lower socio-economic communities, through our guidance counselors, deans, and support staff.

Our inquiry team has identified targeted students and developed intervention strategies for use in and out of the classroom. We have provided each cohort (grade/content teachers) a meeting period each week to discuss the progress of students at risk. In addition, through bi-weekly meetings, these classes are monitored, students pre and post tested for mastery following intervention. We have implemented an Advisory program through The Leadership Organization, and Pupil Personnel meetings are held monthly. Each guidance counselor conducts small group and individual counseling sessions, as needed.

Our instructional program is aligned to and consistent with New York State performance standards.

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.

N/A

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

N/A

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.

N/A

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

N/A

### 3. Instruction by highly qualified staff.

According to school report data more than 98 % of staff is fully certified in their field or area of teaching and specialization.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

On and off-site professional development, teacher collaboration in teams and pacing calendars will enhance teachers' abilities. We have consultants from Bank Street and Mondo working with teachers on their pedagogy and instructional delivery. Bi-weekly action research/study groups are conducted to further ensure engaging, high quality, and effective instructional delivery.

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

- New York City Job Fair
- Recommendations from noteworthy staff members, community members, parents, regional ad district personnel.
- Principals and assistant principals attend job fairs.

- Vacancy announcements will be sent to universities.

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

Parents will be surveyed to determine workshops that they are interested in. Monthly parent workshops will be conducted in homework help, health issues, social and other identified areas. Three annual family events will be planned, including parent orientation and award ceremonies.

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.

Professional development training will be provided for teachers on and off-site in the use of technology, assessments such as the Acuity, ARIS, interim assessments and web based data disaggregation programs also in pedagogy and new curriculum materials.

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.

At the inception of the school year any student not meeting performance criteria is identified and placed in an intervention service (before, during, or after school). Through cohort meetings teachers meet to discuss student needs and strategies for success.

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.

- After-school Programs that facilitate remediation in all core subject areas.
  - Counseling
  - Community Mediation Services-anti-violence workshops
  - Title 1 Reading
  - PLATO ELA/ Math
  - Achieve3000
  - Parent Workshops
  - Celebrations of students' work and accomplishments (Awards assemblies, Honor Roll assemblies, etc.)

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

### Explanation/Background:

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

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

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

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

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

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

included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

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

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

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

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

N/A

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

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

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

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

**NCLB / SED STATUS:**      Restructuring (Advanced)  
   - Focused      **SURR PHASE / GROUP (IF APPLICABLE):**      N/A  
**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.

Our Limited English Proficiency subgroup has not met its target in English Language Arts or Science. This group is particularly problematic since many of the students enter our school (this country) often return to their country for extended periods of time and do not speak English at home, thereby hindering language immersion.

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.

This year we have planned an intensive intervention program, including afterschool, utilization of Achieve 3000, pull out and through collaboration with Brooklyn College Community Partnership have a cadre of parents participate in English as a Second Language programs at Brooklyn College.

**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.

N/A

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

N/A

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.

Dear Parent or Guardian:

The No Child Left Behind (NCLB) Act of 2001 is a federal law to improve education for all children. It holds schools responsible for results, gives parents greater choices, and promotes teaching methods that work. The New York City Department of Education is committed to helping all schools reach high standards for student achievement and giving every child in every school a quality education. We are making progress, but there is still a lot of work that needs to be done for all our children. In the 2008-2009, the New York State Education Department identified **(Walt Whitman, IS246)** as a **(Title I Restructuring – Year 3 Mathematics; Restructuring – Year 5 ELA )**, as required under NCLB rules. This means that our school has, so far, not made what is called adequate yearly progress (AYP) toward meeting the State proficiency level in **(English Language Arts for student who are limited English proficient only)**.

Every effort is being made to provide the highest quality instructional program to best meet the needs of your child. I am confident that the interventions and exciting new programs that have been introduced citywide and at our school will make this school year a successful experience for your child. Some of the interventions and programs that are being implemented are:

- Extended professional development opportunities for all teachers which will focus on new strategies to help struggling students;
- A longer school day with an extended day that will allow for two teachers in many classrooms;
- Literacy and mathematics and technology coaches and specialist in our school who will work with teachers everyday to improve the quality of their teaching;
- New teaching strategies and smaller class sizes for struggling students;
- Continued recruitment of highly-qualified and certified teachers to staff our classrooms;
- More classroom time devoted to reading and math skills;
- Strategies to increase daily attendance;
- Expanded parental involvement programs to include Parent workshops;

- Comprehensive School Reform using Project Based Learning as a conduit for implementation;
- A Magnet Program;
- After school and weekday program in English Language Arts and math;

I ask that you support your child by making sure that she/he comes to school every day on time. Make sure that all homework assignments and school projects are completed on time. I also invite you to participate in all school activities. Stay in close contact with our Parent Coordinator and your child's teachers to monitor your child's academic progress. Tell teachers you want to hear from them as soon as problems occur so you can work together to find solutions. I also encourage you to become active in the school's Parents' Association and School Leadership Team.

Through the Federal No Child Left Behind Act of 2001 (NCLB), some students in schools identified for school improvement are eligible for Supplemental Educational Services (SES). SES are tutoring or other remedial services offered by a New York State approved provider, at no cost to you, after-school or on weekends. If your child is free-lunch eligible, you will have the option to select from a list of state-approved providers. Specific information regarding SES programs will be provided to the parents of eligible students in a separate notification.

Under the No Child Left Behind Act, NYCDOE also offers students enrolled in a school identified for improvement the option to request a transfer to another public school that is not identified as needing improvement. Federal law requires that NYCDOE give priority to the lowest achieving students from low-income families when making transfer offers. Further information and applications will be sent to the parents of eligible students at a later date.

If you would like information on how our school compares academically to other schools in the district, you can request a printed copy of the school's report card from our Parent Coordinator, Ms. Suze Vixamar. She can be reached at 718-282-5230. All school report cards can also be viewed online on the Department of Education's website at [http://www.nycenet.edu/daa/SchoolReports/default\\_cont.asp](http://www.nycenet.edu/daa/SchoolReports/default_cont.asp).

I would like you to attend a meeting that has been scheduled to answer any questions you may have about the school improvement interventions and programs described above. At this meeting, we will also provide additional information about the Public School Choice transfer process and SES.

This meeting will be held on: **Thursday, September 16 at 6:30 PM in the School Auditorium**

Thank you for your continued support and cooperation. Our entire school staff is looking forward to a successful year for our students and school community. If you have any questions or concerns, please feel free to contact me any Assistant Principal or the Parent Coordinator at 718-282-5230.

Sincerely,

Bently Warrington  
Principal's signature

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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### **Part A:**

#### **Part A - For Title I Schools**

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

We have approximately 37 students in temporary housing.

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

Through collaboration with the two nearby shelters we routinely work with their counselors, social workers, and other staff to assist these families. We use the services of our attendance teacher to monitor this population. Lastly, our guidance counselors and psychologist conduct outreach to these students and their families. Students are provided with uniform upon their arrival. During the Christmas holiday season we hold a function where gifts provided by the staff and school are given both parents and students.

### **Part B:**

#### **Part B - For Non-Title I Schools**

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

37

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 All services are delivered universally to students. Additionally there is an Assistant principal STH liaison. Guidance counselors pay special attention to STH students. Free uniforms are provided upon registration and thereafter. We provide a elegant meal and gift giving ceremony during the Christmas season.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.  
N/A



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_17K246\_010511-115321.doc

## 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>602</b>	District <b>17</b>	School Number <b>246</b>	School Name <b>Walt Whitman</b>
Principal <b>Bently Warrington</b>		Assistant Principal <b>Kesha Bascombe</b>	
Coach <b>Mr. Campbell (Math)</b>		Coach <b>Ms. Mayers (Literacy)</b>	
Teacher/Subject Area <b>type here</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>Kim Killkenny</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Suze Vixamar</b>	
Related Service Provider <b>Perfect Score</b>		Other <b>type here</b>	
Network Leader <b>Julia Bove</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		Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

#### C. School Demographics

Total Number of Students in School	<b>602</b>	Total Number of ELLs	<b>97</b>	ELLs as Share of Total Student Population (%)	<b>16.11%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

\* At registration the Pupil Accountant Secretary is responsible for all student intakes inclusive of ELLs. The secretary is directed to alert an administrator or the ELL liason of the student(s). Either the administrator or ELL liason will conduct an intake interview. If the student is a first time entrant to the country, a Home Language Survey is filled out at the time of the interview. If the student is not a new to the United States a request is made from their previous school and a record check is done to ensure the language spoken at home. All documents are placed in the student record.

\* All students qualifying to take the LAB-R will sit the exam within 10 days of registration and placed in a class based on parent request and programs offered by the school. All students designated as an ELL student will sit the NYSESLAT exam depending on their levels of proficiency. Students who have never sat the exam will be identified for testing.

\* All parents are requested to fill out the program survey at registration. All surveys are then placed on file. The ELL liason records all desired program request to keep track of parent selections. Throughout the school year, varied ELL parent workshops are held by the parent coordinator or immediate supervisor to address programs offered or of any changes. At each workshop, materilas are always translated to address the parent home language. Interpretors are also on hand to translate. Parent outreach is offered through the immediate supervisor in conjunction with the PTA and parent coordinator. On going interviews occur upon registration while workkshops are bi-monthly to support understanding and growth among our ELL's.

\* Entitlement letters are sent home via students addressed to parents, however, Parent Surveys and Program Selection forms are given at the intake interview with the anticipation that they are returned at the time. In the case that parents leave with the survey a call is made by the parent coordinator to remind parent to have students bring back completed forms.

\*Student Identification/Placement

- School staff or personnel registering students appropriately places eligible students, including students with disabilities and students with interrupted formal education (SIFE) within 10 days of enrollment evidenced by:

P Home Language Identification Survey (HLIS)

P LAB-R results for new enrollees

P NYSESLAT results for continuing students

- Students with interrupted formal education (SIFE) MUST have an Oral Interview Questionnaire by trained educator. Questionnaire will be filed with student records and determined SIFE.

P Students designated as SIFE must be entered into ATS by registering clerical staff.

- At time of enrollment, students' home language of origin MUST be entered with class assignment into ATS by registering clerical staff.

- All newly admitted LEP student names if any must be submitted to Mrs. Bascombe at the end of each school week (see attached form to be filled out).

Next Steps after enrollment:

- Newly admitted LEP students will be administered LAB-R by trained educators and picked up for ESL services.
- \*After reviewing the Parent Survey and program Selection forms for the past few years the trend is most parents preferring their child/children placed in a Free-standing ESL program. Although there are policies in place to get back surveys, they are difficult in getting them back and a constant outreach is being made.
- \* All program models offered at MS 246 are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	69	Special Education	22
SIFE	53	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	14

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	
<input type="checkbox"/>										
<input type="checkbox"/>										

TBE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL	53	51	8	14	3	2	14	0	7	14	0	7	14	0	7	14	0	7	14	0
Total	53	51	8	14	3	2	14	0	7	14	0	7	14	0	7	14	0	7	14	0

Number of ELLs in a TBE program who are in alternate placement: 0

**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	
	EL	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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							8	13	9					30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1	2					3
Haitian							13	16	26					55
French								3	1					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2	3					5
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>35</b>	<b>41</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>97</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

\* Instruction is delivered in both push-in and pull-out model

\* Children receive the appropriate allocated number of periods for ESL services based on State mandates. Beginners and intermediate students receive two units of ESL which equals 8 periods per week. Advanced students receive one unit of ESL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogenous grouping according to LAB and NYSELAT results.

Children are exposed to a literary environment, which encompasses reading, writing, listening, speaking, the arts, and classroom libraries. Instructional strategies include The Balanced Literacy Approach to reading (which emphasizes the writing process), the math workshop model, the Natural Language Approach, The Language Experience Approach, and Total Physical Response. To meet higher standards, students will read 25 books by the end of the school year, thus exposing them to various genres. They will respond in writing, art, drama, music and oral presentations. Teaching strategies will address and incorporate Bloom's Taxonomy, Principles of Learning, rubrics, problem solving, higher order thinking skills and portfolio assessment. Students self-evaluate (using reflection papers and peer conferencing) and are monitored and evaluated on an ongoing basis by their classroom teachers.

Students who are new to the country and/or are intermediate/advance ESL will participate in an after school ELL Enrichment program. Approximately 15 students on each grade level (grades 6/7/8) will be offered 4 hours of intensive academic services in ESL and ELA. The program will operate on Tuesday and Thursday 3 to 5 p.m. Two ESL teachers will service students. Two teachers at four hours per week is a total of 128 hours. This program was selected because a majority of our ELL parents register their students for academic services after school. Beginning level students will be instructed intensively using ESL instruction. Materials to be used for the supplemental program have been maintained from previous years and will be used this year (Visions). The tasks outlined in the program are designed to help students acquire semantic and syntactic knowledge of English, and pragmatic knowledge about how English is used. Students will also utilize laptops, which have been downloaded with the Visions literacy program. The laptops will be secured in room 223.

Programs such as The ELL Enrichment Program, and Perfect Score (Supplemental Education Services) provide tutorial assistance to children who score below grade level in literacy and math.

The math coach and literacy lead teacher as well as support from the ICI will provide staff development on a weekly basis during professional development sessions. Topics will include The Principles of Learning, The New Teaching Standards, and other areas as ascertained from teachers' individual needs assessment surveys.

Professional development will be offered during the school year for all ELL/bilingual teachers through our school network affiliates. Classroom support will be provided by school mentors and intra-visitations as well as through the ICI for the 2010-2011 school year. This will support the implementation of the methodologies proposed at training sessions. Trainings will emphasize scaffolding as an instructional strategy and the integration of language and literacy in academic content, as well as looking at data. The focus is on how to accelerate academic achievement and English language development for secondary English Language Learners.

The goal of our professional development is to provide instructional support to our teachers in order to refine their pedagogical skills and improve student performance. Our professional development activities are designed to enhance our teachers' ability to understand and use curricula, assessment measures and instructional strategies for LEP students.

The coach and lead teacher will visit classrooms on a weekly basis, confer with teachers and schedule intra-visitations. They will demonstrate methods of effective teaching; introduce strategies that will improve students' comprehension, review, plan and model standards based lessons that reflect higher order thinking skills.

During professional development, teachers practice using rubrics to evaluate student work and provide constructive feedback, analyze assessment data to inform and modify instruction, discuss and implement exemplary research based practices, arrange intra-visitation for teachers to observe effective instruction and classroom management, and review and development strategic analysis of student performance.

Professional Development activities begin on September 8 and commence the last week of June. During the school year teachers will attend periodic workshops outside the building provided by network affiliates.

- \* All SIFE students are assigned to receive enrichment and help using the AIS program PLATO during the day. Student also attend extended time in the morning
- \*All newcomers, ELL's 4-6 and long term will continue to receive the mandated amount of periods in ESL. The work is crafted from the ELA curriculum and is supported with the teacher during the class. Newcomers will receive after-school services and extended time which are extensions of the curriculum used in ELA. In addition, all newcomers will continue to receive PLATO ELA (web based program) which is taylored to meet the needs of each student. Students who are 4-6 years and long term ELL's are place in extended day classes with Native English speaking students and are assigned content speacialist to work with them; these students are also placed in after-school programs geared to improve student levels. They are administered a pre-test, intermin tests and post test to reflect understanding and growth in all AIS and classes.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<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

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

### **Native Language Arts and Native Language Support**

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

NLA Usage/Support		TBE		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED

## B. Programming and Scheduling Information--Continued

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

Children receive the appropriate allocated number of periods for ESL services based on State mandates. Beginners and intermediate students receive two units of ESL which equals 8 periods per week. Advanced students receive one unit of ESL, equaling 4 periods per week. Students receive instruction in English. All monolingual classes, which include special education students, use homogenous grouping according to LAB and NYSELAT results.

Children are exposed to a literary environment, which encompasses reading, writing, listening, speaking, the arts, and classroom libraries.

Instructional strategies include The Balanced Literacy Approach to reading (which emphasizes the writing process), the math workshop model, the Natural Language Approach, The Language Experience Approach, and Total Physical Response. To meet higher standards, students will read 25 books by the end of the school year, thus exposing them to various genres. They will respond in writing, art, drama, music and oral presentations. Teaching strategies will address and incorporate Bloom's Taxonomy, Principles of Learning, rubrics, problem solving, higher order thinking skills and portfolio assessment. Students self-evaluate (using reflection papers and peer conferencing) and are monitored and evaluated on an ongoing basis by their classroom teachers.

Programs such as The ELL Enrichment Program, and Perfect Score (Supplemental Education Services) provide tutorial assistance to children who score below grade level in literacy and math. These programs assist in the transition of ELL students reaching proficiency on the NYSESLAT.

The computer based program Achieve 3000 has been cut from the Ell's due to a decrease in budget and the increase cost. However, we have been able to maintain the web based program PLATO which can still assist in reaching the student levels and needs.

Students who are new to the country and/or are intermediate/advance ESL will participate in an after school ELL Enrichment program. Approximately 15 students on each grade level (grades 6/7/8) will be offered 4 hours of intensive academic services in ESL and ELA. The program will operate on Tuesday and Thursday 3 to 5 p.m. Two ESL teachers will service students. Two teachers at four hours per week is a total of 128 hours. This program was selected because a majority of our ELL parents register their students for academic services after school. Beginning level students will be instructed intensively using ESL instruction. Materials to be used for the supplemental program have been maintained from previous years and will be used this year (Visions). The tasks outlined in the program are designed to help students acquire semantic and syntactic knowledge of English, and pragmatic knowledge about how English is used. Students will also utilize laptops, which have been downloaded with the Visions literacy program. The laptops will be secured in room 223.

Native language is supported in in the ESL classroom through projects and spelling. Students receive a word to word dictionary in their native language that helps them to identify and spell words from their language and English. There are library books in the students language to independently read as a support system for their native language.

All resources are age appropriate for students. However, a collection of varied levels to meet students reading level and math level are on hand to bring the students up to appropriate grade level if needed.

Finally, summer school offers a ELL enrichment program. Students are given the opportunity to attend the 9 week program to work on linguistics and explore learning through projects and hands on work. Students receive guidance services as well as attend trips to encourage growth and understanding of the US and communities.

Language elective students receive is Spanish.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

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

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

The math coach and literacy lead teacher as well as support from the ICI will provide staff development on a weekly basis during professional development sessions. Topics will include The Principles of Learning, The New Teaching Standards, and other areas as ascertained from teachers' individual needs assessment surveys.

Professional development will be offered during the school year for all ELL/bilingual teachers through our school network affiliates. Classroom support will be provided by school mentors and intra-visitations as well as through the ICI for the 2010-2011 school year. This will support the implementation of the methodologies proposed at training sessions. Trainings will emphasize scaffolding as an instructional strategy and the integration of language and literacy in academic content, as well as looking at data. The focus is on how to accelerate academic achievement and English language development for secondary English Language Learners.

The goal of our professional development is to provide instructional support to our teachers in order to refine their pedagogical skills and improve student performance. Our professional development activities are designed to enhance our teachers' ability to understand and use curricula, assessment measures and instructional strategies for LEP students.

The coach and lead teacher will visit classrooms on a weekly basis, confer with teachers and schedule intra-visitations. They will demonstrate methods of effective teaching; introduce strategies that will improve students' comprehension, review, plan and model standards based lessons that reflect higher order thinking skills.

During professional development, teachers practice using rubrics to evaluate student work and provide constructive feedback, analyze assessment data to inform and modify instruction, discuss and implement exemplary research based practices, arrange intra-visitation for teachers to observe effective instruction and classroom management, and review and development strategic analysis of student performance.

Professional Development activities begin on September 8 and commence the last week of June. During the school year teachers will attend periodic workshops outside the building provided by network affiliates.

### 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?

At M.S. 246 we recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. Our parents are involved within the community and volunteer in conjunction with our parent coordinator to hold varied events in keeping the school community informed. We have an active Family Room with a parent coordinator to facilitate all activities and resources that help towards a school-wide focus on strengthening home-school relationships and increasing parent and community involvement. To support parent involvement efforts, a parent coordinator will continue to work with parents, students during the 2010-2011 school year.

M.S. 246 enjoys collaborations with several community-based organizations including, Brooklyn College from the 21<sup>st</sup> century grant, Medgar Evers College, and HABETAC. These agencies provide ongoing parent outreach, counseling, student tutoring, and referrals to other support agencies and are vital components of the Academic Intervention Services. The school is currently working on expanded opportunities for adults to continue their education as the means to attain self-fulfillment, both academically and economically.

During the first week of October, an orientation session will be provided for parents of the children in the Bilingual and ESL programs who are new to the NYC Public School System. There are two mandated orientations during the year to inform ELL Parents of curricula implementation.

## 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)													TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12	L

Beginner(B)							8	11	17					36
Intermediate(I)							4	20	13					37
Advanced (A)							9	9	6					24
Total	0	0	0	0	0	0	21	40	36	0	0	0	0	97

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	4	7				
	I							4	11	6				
	A							12	14	15				
	P							3	3	8				
READING/ WRITING	B							8	8	17				
	I							4	18	13				
	A							7	6	6				
	P							2	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	33	77	39	5	154
7	60	84	18	0	162
8	52	115	27	1	195
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	27	13	84	25	42	18	6	1	216
7	48	25	91	15	25	13	9	0	226
8	51	15	87	26	53	24	15	3	274
NYSAA Bilingual Spe Ed									0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

Test)								
Chinese Reading Test								

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

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

MS 246 uses the DRA kit which assess students reading fluency and comprehension level. It allows to detected the students accuracy level in reading and comprehension skill. From this early assesment, most ELL students if not a newcomer are reading at a 3.5 grade level with minimal comprehension.

In order to improve students reading skills, instruction is differntiated to meet their levels. Web based program such as Starfall, and PLATO are used to assess students and work is assigned at their level.

As noted, most students struggle on the NYSESLAT exam in the areas of reading and writing. Writing tends to be the lowest area with some students being proficient in the remaining sections.

We continue to focus on writing in all literacy blocks and across the curriculum. With project based learning as our instrument of instruction, students are encouraged to explore, read and write in order to finish their projects. Guidance is given for all components of lesson in order to guide the ELL's. Students have access to the library and computers to conduct research. All Setts teachers and ESL teacher follow and support the curriculum students are given to ensure progress.

The school's instructional team meet once a week to review and address the needs of the ELL population. All data is assessed and analyzed. Students testing in their native language fair as the same as native English speakers.

Teachers and support staff use the data on ELL's through ARIS to group students accordingly and differntiate instruction to meet the

**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.

The data is unable to be accessed for science and social studies exam. The 8<sup>th</sup> grade students who sat the test have graduated and moved on to high school. Furthermore, the social studies test have been removed from the 8<sup>th</sup> grade testing schedule for the first time this year. However, we will continue to implement the science program that has been in place the past year.

## Part VI: LAP Assurances

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	M.S. 246 Walt Whitman					
<b>District:</b>	17	<b>DBN:</b>	17K246	<b>School</b>		331700010246

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.6	90.8	91.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	196	178	176				
Grade 7	197	192	194				
Grade 8	277	223	232				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	2	1	0				
<b>Total</b>	<b>672</b>	<b>594</b>	<b>602</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	88.5	88.5	85.8

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	75.2	83.6	83.6

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	16	39	38

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	24	15	21

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	66	57	58	Principal Suspensions	148	147	130
# in Collaborative Team Teaching (CTT) Classes	72	69	54	Superintendent Suspensions	39	37	37
Number all others	43	32	32				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	97	107	TBD	Number of Teachers	89	73	75
# ELLs with IEPs	8	31	TBD	Number of Administrators and Other Professionals	19	17	11

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	6	6	8

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
	15	13	35	% fully licensed & permanently assigned to this school	100.0	100.0	96.6
				% more than 2 years teaching in this school	68.5	72.6	82.7
				% more than 5 years teaching anywhere	60.7	64.4	77.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	81.0	81.3
American Indian or Alaska Native	0.6	0.7	0.5	% core classes taught by "highly qualified" teachers	88.4	91.0	89.7
Black or African American	85.1	85.4	83.7				
Hispanic or Latino	12.8	13.0	15.0				
Asian or Native Hawaiian/Other Pacific	0.4	0.2	0.5				
White	0.9	0.8	0.3				
<b>Male</b>	55.8	55.7	55.0				
<b>Female</b>	44.2	44.3	45.0				

#### 2009-10 TITLE I STATUS

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

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	X	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	X			-	
<b>Ethnicity</b>							

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

**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>	51.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

<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)

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

**School DBN: 17K246**

*All Title I SWP schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$518, 009	\$129, 689	\$647, 698
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5, 180	\$1, 296	\$6,476
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,900	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$51,800	*	

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.

*On and off-site professional development, will be provided will be provided to enhance teachers' abilities. Consultants from Bank Street and Mondo working with teachers on their pedagogy and instructional delivery. Bi-weekly action research/study groups are conducted to further ensure engaging, high quality, and effective instructional delivery. Departmental Lunch n Learn are conducted based on topic and need.*

\* 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**.

### **SCHOOL PARENTAL INVOLVEMENT POLICY**

Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

Our school will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

the carrying out of other activities, such as those described in section 1118 of the ESEA.

## DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

Recruit parents for the Parent Association and School Leadership Team

Spring and Fall general parent meetings sign-ups.

Formal letter of invitation to first meeting.

Conduct a needs assessment survey of parents to determine needs and concerns

Hold regular meetings throughout the year to discuss these needs and to update and refine Involvement Policies.

Parent conferences held on district scheduled days and times in both fall and winter at building level. (See School-Parent Compact for specific dates.)

The Walt Whitman, Middle School 246 will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs below. We will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

School

School-Parent Compact

I. Community Education Council

- II. Community School District Superintendent
- III. Superintendent
- IV. Local Instructional Superintendent
- V. Parent Support Officer

Links to parent resources

Pre- and Post-Survey to evaluate the program, compacts and involvement policy will be drawn up and sent by the parent association to parents/guardians/caregivers of Title I children.

Survey will direct parents to review attached policy and ask for specific recommendations.

Returns of survey will be compiled for analysis and discussion by Title I Coordinator and brought to the parent association for discussion.

Parents will evaluate the suggestions for possible adoption into existing policy.

the State's academic content standards,

the State's student academic achievement standards,

the State and local academic assessments including alternate assessments,

the requirements of Part A,

how to monitor their child's progress, and

how to work with educators.

The school will provide support for parents to understand these topics in the following ways:

Fall start-up meeting

## Spring Celebration

Where appropriate as determined by the Parent Association Pre- and Post-Survey, parent information/training meetings will be held to provide more in-depth information and training.

Where appropriate as determined by the Parent Association Pre- and Post-Survey, parent information/training meetings will be held to provide information and training.

C. Our school, with the assistance of the District and parents, educate its teachers, pupil personnel services, administrators and all 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 in how to implement and coordinate parent programs and build ties between parents/guardians/caregivers and schools, by:

Having administrators and staff attend professional development to heighten their awareness as to the needs of the particular populations

Where appropriate as determined by the Parent Association Pre- and Post-Survey, parent-staff information/training meetings will be held to provide information and training for both parent and school staff member

Our school will , to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with America's Choice School Design approach, and other programs, and conduct other activities, that encourage and support parents in more fully participating in the education of their children:

Where appropriate as determined by the Parent Association Pre- and Post-Survey, parent information/training meetings will be held to provide information and training.

### Actions

#### DISCRETIONARY WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

Provide other reasonable support for parental involvement activities under Section 1118- Parental Involvement, as parents may request.

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

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

**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.

## SCHOOL-PARENT COMPACT

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

### PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

#### School Responsibilities

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:

#### Middle School 246

To ensure the success of each child a clear focus on high expectations will be woven throughout the culture of the school. Motivation for encouraging positive social integration, active engagement in learning, and self-motivation will be encouraged. Strategies that create an inclusive learning community will be used. Clear behavioral expectations will be outlined. Students will be encouraged to express their opinions and suggestion regarding their own learning. Instructional leadership will be characterized by an unwavering goal to achieve State, City and District mandates. To that end demonstrated leadership that enables the shared vision of the various constituencies will be achieved. A planning team with pertinent knowledge and background, consisting of school staff, parents, students, and community partners will be convened.

to help every student find ways of being successful within the academic and social options the school provides; and it will promote communication and coordination between home and school.

Our school will be a welcoming place for ELL students. The goal of the ELL program will be to help students integrate as quickly as possible into the daily academic and cultural activities of school life and regular classroom work. ELL students will be encouraged to participate in extracurricular school activities. Their parents will be encouraged to join the school's parents' organization to assist them in assimilating into the cultural mainstream of the school and community.

Professional development through local (school based), Regional and other partnered relationships will be continuous and deliberate. Professional development will be results driven and will focus on inquiry based teaching, project based learning, and technology. It will be standards based and will be embedded in the daily work of the school. Formal and informal assessment strategies for evaluating and ensuring the continuous academic, social, and physical development of the students will be used. To ensure that students can demonstrate that they have met the New York State Standards we will create appropriate assessment criteria and describe how assessment information will be communicated to students.

We will align assessment strategies with learning target and will decide how pre- and post- assessment data will be used to designed instruction and document positive impact on student learning. A calendar of school-wide assessment will be developed. Opportunities for immediate data disaggregation will be sought. Other forms of assessment including portfolios will be considered as long as they meet Regional standards. We will use technology to support and enhance instruction and student learning. Access to resources by all constituencies will be equitable.

We will provide access to comprehensive services to foster healthy physical, social, emotional, and intellectual development. We will provide students with opportunities for posing questions, reflecting on experiences, developing rubrics, and participating in decisions. We will provide students with opportunities to develop citizenship skills, use the community as a classroom, and engage the community in providing resources and support.

Our ambition is to ensure that both the community and NYS goal are met.

Parent-teacher conferences will also be held on Thursday, February 25, 2010 in the Evening, and afternoon, in the Winter of 2010.

Parents will receive report card on a quarterly basis. Additionally, The School Survey Report and Interim assessment reports will be made available to parents.

Staff member will be available for consultation with parents before 8:00 a.m., after 3:00 p.m. and during their preparation periods. The Parent Room and other administrative rooms will be available for conferences.

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

After consultation and training from Central, parents will be allow to interact with the student body. The will observe classroom activities, participate and also volunteer with students movement.

#### Parent Responsibilities

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

### PART II OPTIONAL ADDITIONAL PROVISIONS

#### STUDENT RESPONSIBILITIES

(Describe the ways in which students will support their academic achievement, such as:

come to school with all the necessary tools of learning- pens, pencils, books, etc.

give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)

#### ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)

Walt Whitman MS 246 will:

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.

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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

#### OPTIONAL SCHOOL RESPONSIBILITIES

*To help build and develop a partnership with parents to help their children achieve*

*the State's high academic standards, Walt Whitman MS 246 will:*

*work with the LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.*

*work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.*

SIGNATURES

School Staff-Print Name	Signature	Date
Bently Warrington		09/18/2010
Parent(s)- Print Name(s)	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.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

*The schoolwide reform strategies we have utilized to ensure that all children have the opportunity to meet state performance standards involve interventions at each Tier One-Three. The interventions take place in the classroom through differentiated instruction and with in class Achieve 3000, pullout PLATO and Achieve 3000 during the school day, after school, Saturdays and during extended time.*

*Our instructional program is based on scientific research and has been found successful in many schools. We use Impact math, have just developed a Project Based Learning curriculum for ELA and Social Studies. We use an inquiry based approach in our science classes. We have increased instructional time through after school, Saturday, and summer classes. We also have an extended day program. MS 246 has an enriched and accelerated curriculum in mathematics, with regents math classes; in English Language Arts through the PBL initiative. Our population has been underserved throughout history, we aim to provide equitable opportunities for all students. We attempt to meet some of the social emotional needs that are involved in lower socio-economic communities, through our guidance counselors, deans, and support staff.*

*Our inquiry team has identified targeted students and developed intervention strategies for use in and out of the classroom. We have provided each cohort (grade/content teachers) a meeting period each week to discuss the progress of students at risk. In addition, through bi-weekly meetings, these classes are monitored, students pre and post tested for mastery following intervention. We have implemented an Advisory program through The Leadership Organization, and Pupil Personnel meetings are held monthly. Each guidance counselor conducts small group and individual counseling sessions, as needed.*

*Our instructional program is aligned to and consistent with New York State performance standards.*

- 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.  
N/A
  - o Help provide an enriched and accelerated curriculum.  
N/A
  - o Meet the educational needs of historically underserved populations.  
N/A
  - 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.  
N/A
  - o Are consistent with and are designed to implement State and local improvement, if any.  
N/A

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.  
N/A

3. Instruction by highly qualified staff.

*According to school report data more than 100% of staff is fully certified in their field or area of teaching and specialization.*

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

*On and off-site professional development, teacher collaboration in teams and pacing calendars will enhance teachers' abilities. We have consultants from Bank Street and Mondo working with teachers on their pedagogy and instructional delivery. Bi-weekly action research/study groups are conducted to further ensure engaging, high quality, and effective instructional delivery.*

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

- *New York City Job Fair*
- *Recommendations from noteworthy staff members, community members, parents, regional ad district personnel.*
- *Principals and assistant principals attend job fairs.*
- *Vacancy announcements will be sent to universities.*

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

*Parents will be surveyed to determine workshops that they are interested in. Monthly parent workshops will be conducted in homework help, health issues, social and other identified areas. Three annual family events will be planned, including parent orientation and award ceremonies.*

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.

*Professional development training will be provided for teachers on and off-site in the use of technology, assessments such as the Acuity, ARIS, interim assessments and web based data disaggregation programs also in pedagogy and new curriculum materials.*

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.

*At the inception of the school year any student not meeting performance criteria is identified and placed in an intervention service (before, during, or after school). Through cohort meetings teachers meet to discuss student needs and strategies for success.*

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.

- *After-school Programs that facilitate remediation in all core subject areas.*
- *Counseling*
- *Community Mediation Services-anti-violence workshops*
- *Title 1 Reading*
- *PLATO ELA/ Math*
- *Achieve3000*
- *Parent Workshops*

- Celebrations of students' work and accomplishments (Awards assemblies, Honor Roll assemblies, etc.)

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

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

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

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

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

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

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

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

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

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

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

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

	<i>(i.e., Federal, State, or Local)</i>	<b>in the Schoolwide Program (✓)</b>			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal	✓			\$435, 129	✓	
Title I, Part A (ARRA)	Federal	✓			\$128, 393	✓	
Title II, Part A	Federal			✓	--		5
Title III, Part A	Federal	✓			\$20, 040	✓	
Title IV	Federal	✓		✓	--	✓	
IDEA	Federal	✓			\$322, 896	✓	
Tax Levy	Local	✓			\$3, 781, 157	✓	

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