



J.H.S. 278 MARINE PARK

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: J.H.S. 278 MARINE PARK
ADDRESS: 1925 STUART STREET
TELEPHONE: 718-375-3523
FAX: 718-998-7324

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332200010278 **SCHOOL NAME:** J.H.S. 278 Marine Park

SCHOOL ADDRESS: 1925 STUART STREET, BROOKLYN, NY, 11229

SCHOOL TELEPHONE: 718-375-3523 **FAX:** 718-998-7324

SCHOOL CONTACT PERSON: DEBRA GAROFALO **EMAIL ADDRESS:** DGarofa@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Emanda Heyman

PRINCIPAL: DEBRA GAROFALO

UFT CHAPTER LEADER: Evan Lewis

PARENTS' ASSOCIATION PRESIDENT: Mary O'neill

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

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

SUPERINTENDENT: MARIANNE FERRARA

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
Debra Garofalo	Principal	Electronic Signature Approved. Comments: Yes
Carrie Fullard	Teacher	
Jodi DeGrotta	CSA - Council of School Admin	
Frank DiFranco	CSA - Council of School Admin	
Mary Oneill	PA/PTA President or Designated Co-President	
Evan Lewis	UFT Chapter Leader	
Emanda Heyman	UFT Member	
Mardie Sheiken-Henry	Parent	
Louise Quinlan	Parent	
Donna Ali	Parent	
Maria Pagani	Parent	
Joanne Calabrese	Parent	
Marcia Rothman	UFT Member	

* 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.

□

We are a school where all students, staff, and parents work cooperatively to achieve academic excellence. Our collaborative community fosters an atmosphere that embraces all learning styles and abilities. Our intention is to develop life-long learners, highly capable of decision-making, critical-thinking, and effective communication skills.

We understand the power of working as a team and the great achievements that can be attained through a true school/home partnership. We emphasize the importance of showing respect for others and ourselves. Students are prompted to be responsible for their actions.

Students at all levels of ability are provided numerous opportunities to succeed. We have found that our students achieve academic success through participating in our Performing Arts programs.

Marine Park Intermediate School – I.S. 278 opened in 1957. The school is located on Stuart Street adjacent to Marine Park. We are located in a middle-income community serving children from many diverse populations, which include children from both middle and low-income groups. This area is composed of many one-family houses and multiple dwellings. Our school building has three stories currently housing almost 1000 students in grades six through eight. The uniqueness of the park setting allows our school family to use the park for academic and recreational enrichment. Often, school projects involve students, teachers and the community working together. This reinforces the concept of sound minds and sound bodies for our students.

Our team is driven to provide a safe and orderly learning environment for every student. Our Staff, Teachers and the Parent Coordinator regularly communicate with parents. We encourage parents to participate in all components of their children's educational and social experiences at Marine Park Intermediate School 278. This includes being an active member of our School Leadership Team and Parents Association. Our committed, dedicated and professional leadership and faculty are the strength of our school.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		J.H.S. 278 Marine Park								
District:		22	DBN #:		22K278	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input 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			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			91.6	93.5	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			94.6	96.59	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		279	316	312	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		386	305	322			57.7	60.6	76.9	
Grade 8		395	410	313						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			17	30	TBD	
Grade 12		0	0	0						
Ungraded		8	5	11	Recent Immigrants - Total Number:					
Total		1068	1036	958	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							7	11	9	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		35	44	45	Principal Suspensions		52	111	TBD	
# in Collaborative Team Teaching (CTT) Classes		65	61	53	Superintendent Suspensions		17	41	TBD	
Number all others		34	45	46						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<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		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	44	35	40	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	7	6	14	Number of Teachers	79	76	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	17	17	TBD
				Number of Educational Paraprofessionals	10	11	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	5	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	68.4	80.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	65.8	72.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	89	TBD
American Indian or Alaska Native	0.5	0.6	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.9	98.2	TBD
Black or African American	55.4	55.8	52.1				
Hispanic or Latino	13.5	12.5	13.8				
Asian or Native Hawaiian/Other Pacific Isl.	4.7	5.5	6.2				
White	25.9	24	25.9				
Multi-racial							
Male	47.3	49.9	49.9				
Female	52.7	50.1	50.1				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" 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		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	X			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial	-	-	-				
Students with Disabilities	√	√					
Limited English Proficient	X	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	√
Overall Score	67.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	10.1	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	18.8	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	34.5	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	√

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

□

An analysis of gathered data indicates that there were more students not meeting promotional criteria this year than last year. Regularly scheduled assessments augment our abilities to identify trends across subjects and subgroups, to set goals and guide teachers to design lessons to meet individual needs. Differentiated instruction in all classrooms should match that of best practices. Another school trend indicates that incoming 6th graders dip in scores until they acclimate to the school, at which time members of all subgroups demonstrate progress. Limited English proficiency students are a challenge for our school. While we see progress, it is not equal with other subgroups. Two major barriers to significant progress with this group are their long-term travels between the United States and their home countries, and their lack of immersion in the English language, as they speak their native languages at home and live in communities that exclusively speak their native languages. Among the school's accomplishments over the past two years is that teachers have been well trained to generate and utilize data effectively to maximize the learning of all their students. Teachers have become adept at combining lively active learning with rigorous content. The range of intervention and enrichment programs and the high level of community involvement strongly support students' academic, social and personal growth. Administrators have secured and assigned staff and resources to maximize their efficiency. Item analyses of ELA results enabled us to identify the need for more explicit vocabulary instruction across all subject areas. Additionally, we need to raise our levels of expectation and challenge our students so that the skills related to critical thinking are done with automaticity. We believe that this will be a key factor for increasing our level 4 students.

After Conducting our needs assessment we have found that there has been an improvement in English Language Arts. We did not move our student scoring below level. We also need to improve our students that score at or above level. There has been improvement in student performance and student progress according to the data from the NYC DOE progress report. Under New York State's Differentiated Accountability System, we have been identified as Focused for our subgroups of English Language Learners and Students with Disabilities.

We have continued to focus on:

In the area of ELA we will focus on student achievement by the infusion of academic rigor in a thinking curriculum. Our English-Language Arts Department is involved in ongoing professional development that allows us to fold innovative Language Arts philosophy directly into our classroom instruction. Our students are engaged in the love of reading, writing, speaking, listening and viewing via connections to their real life experiences and to the world beyond. We allow our students to take ownership of their learning through special programs. We encourage current English Language Arts curriculum research

as a means of establishing an environment where teachers and students can teach and learn while analyzing best techniques to assure achievement. Our classrooms are hubs of information. Resources used during each lesson promote students self management of attainment of knowledge. We direct most new incoming additional resources and materials to our ELL and Special Education students, promoting their mastery of concepts.

During the past several years, we have made consistent, collaborative efforts to manage data to inform teaching, learning and assessment. Our ultimate goal is to successfully manage data so that teachers, guidance counselors and administrators can understand each student in terms of his/her social/academic standing. It is hoped that all of our concerted efforts be focused on leading our students to achieve high standards. We constantly draw on our collective strengths to continue to infuse our curricula with academic rigor, to promote student engagement and to design and implement assessments that are fair and credible and aligned with state assessments. Our Quality Reviews and more recently our school environment survey acknowledges that, in accordance with our mission and vision, we have high academic standards, embrace diversity and celebrate student achievement.

We need to improve upon writing across the curriculum including a set of approaches that supports student writing in all curriculum areas. As students write in Mathematics, Science, Reading, and Social Studies, they are able to solidify the knowledge they gain and support the analysis of new concepts. Writing in various subject areas can be used as an assessment of learning and documentation of student growth. As students write in these curriculum areas, they gain experience as writers, mathematicians, readers, scientists, and historians. As content area writing increases in value in the technological age, students who are writing across the curriculum are better prepared to handle changes with the issues of communicating ideas to others.

Class size remains a barrier for struggling students who require increased and individualized attention. The school has made an attempt to reduce class size by splitting classes and providing appropriate academic intervention for students based on data. Furthermore, the school has made every effort to identify these students so that intervention strategies and programs can scaffold their learning.

Analyses of math scores have shown us the effectiveness of common planning sessions, use of data to drive instruction, and small group instruction. Item analyses for both pre and post assessments have provided the data necessary to differentiate instruction. Reduced class size (when creating such was financially and logistically possible), math lab, and one-on-one tutoring have provided additional support for our students.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance to meet the State standards in ELA, Mathematics, Science, and Social Studies. This also helps to achieve AYP target and intervention. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided vary, based on the individual needs of students, all students performing in Levels 1 and 2, and students deemed to be at-risk, including students in special education and English Language Learners will receive appropriately targeted services. The school has developed the following Academic Intervention Service Programs: remediation programs before school, after-school and during the school day, Wilson Reading Training, Read 180, Rewards, Great Leaps, and AMP through small groups, pull-out, push-in, and lunchtime peer tutoring, Saturdays, before and after school.

In science, we have seen an improvement in levels 3 and 4. The trend of decreasing level 4's has been reversed in science, as data show an increase in level 4 students. Continue to instruct the extensive content area vocabulary, and require proficiency in ELA. Additionally experience with hands-on learning would benefit our students.

An instructional goal for teaching our students has been and continues to be to extend their understanding and connection of ELA skills into content areas and to provide scaffolding for them with regard to content area tests. As a result of embedding these skills into social studies lessons there will be an improvement in both ELA and Social Studies. This year, we will offer professional development for all social studies teachers by adding a common planning period for them. This will enable them to adapt to the new standards.

To ensure that this trend continue so that we can hone in on what students are lacking, we need to do the following:

- continue to train staff in the use of accountability tools so that they can analyze data and plan differentiated lessons more successfully
- train teachers in ARIS so that they can review results of assessments and tailor instruction accordingly
- study and refine periodic assessments, portfolio assessments, teacher-made assessments and student work samples so that individual student progress can be tracked in each subject area
- have teachers use short-term goals in their classes for groups of students and also use ARIS to differentiate planning and instruction, as well as accelerate student learning
- continue to expand the use of the teacher teams to investigate and strengthen the instructional program

Our strong Inquiry Team has spearheaded the initiative of promoting inquiry as an educational practice. The proliferation model is continuing with this initiative, with a current goal-setting focus.

To ensure that this trend continues, we need to do the following:

- continue to build the capacity of teacher teams to address school concerns
- align goals with assessments
- ensure that goals are measurable over time throughout the year and establish benchmarks
- align goals of all levels

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> 1. By <input type="checkbox"/> June 2011, all students will improve their performance in ELA by 10%, additionally there will be a 15% increase for the black male subgroup in Grade 7 in effort to meet or exceed ELA AYP.	<input type="checkbox"/> To make improvements in ELA by implementing the new common core standards.
<input type="checkbox"/> 2. By <input type="checkbox"/> June 2011, we will expand our inquiry team to include 100% teacher participation both vertically and horizontally in all subject areas.	<input type="checkbox"/> To further the work of the Inquiry Team by building capacity amongst faculty and seamlessly across each academic department.
<input type="checkbox"/> 3. <input type="checkbox"/> By <input type="checkbox"/> June 2011, we will improve student performance by 10% through impacting instruction school wide via creation of a standardized curriculums, authentic assessments and rubrics.	<input type="checkbox"/> To obtain high levels student achievement across the curriculum.
<input type="checkbox"/> 4. This academic school year, there will be a 15% increase in student performance in Mathematics as measured by the 2010-2011 progress report.	<input type="checkbox"/> To increase students' progress and revise instruction strategies for Mathematics.
<input type="checkbox"/> 5. By June 2011, 5% of ELLs and /or Students with Disabilities will demonstrate one year of academic progress in ELA, as measured by 2010 - 2011 Progress Report.	<input type="checkbox"/> To increase the performance rank of our ELL's and Students with Disabilities.

SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>1. By <input type="checkbox"/>June 2011, all students will improve their performance in ELA by 10%, additionally there will be a 15% increase for the black male subgroup in Grade 7 in effort to meet or exceed ELA AYP.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> <u>ADMINISTRATION:</u></p> <p><u>Organize classes based on the previous year’s assessment data and the needs of the individual students.</u></p> <p><u>ADMINISTRATION AND FACULTY:</u></p> <p><u>To continue the ongoing collection and analysis of data.</u></p> <p><u>To provide a structured curriculum using the Common Core Standards and Core Curriculum.</u> To use data driven lesson plans based on Common Core Standards and Core Curriculum To implement differentiated instruction in all classes based on Common Core Standards and Core Curriculum To continue to collect and organize data based on Common Core Standards and Core Curriculum To use assessment data to create and modify classroom groupings To focus on teachers and students individualized goals in all content area using common core standards To issue standards based assignment via Acuity</p>

	<p>To use departmental, common planning and lunch and learn meetings to plan for differentiate standards based instruction.</p> <p>To utilize data to enrich and challenge all students including the gifted and talented based on Common Core Standards and Core Curriculum.</p> <p>To attend all available learning opportunities offered by ICI, outside consultants and internal experts on best practice based on Common Core Standards and Core Curriculum</p> <p>To provide ongoing professional development on the use of data as a tool for planning and assessing student needs.</p> <p>To disseminate data based on Common Core Standards and Core Curriculum through Faculty/Departmental / Grade and Lunch and Learning Conferences using the following:</p> <ul style="list-style-type: none"> · ARIS · ACUITY · ATS/HSST · Performance Series · NYSTART · Item Skills Analysis · Teacher made Assessments · School wide Assessments · Desegregated data by all classified subgroups <p>Monitor and Revise:</p> <p>First Quarter: Implement Quarterly Benchmarks – November 2010: After our quarterly exams, quarterly grades and ACUITY assessment there will be a review and increase use of ARIS by teachers.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Use of Tax Levy and Title 1 funding to support all teachers. The Contract for Excellence, tax levy and Title 1 allocations will be used for the assistant principals, instructional coaches, and lead teachers to support teachers' instruction thus helping to improve student outcomes. There will also be support of teachers in Academic Intervention Services, allowing teachers to help students achieve learning standards in English Language Arts, Mathematics, Social Studies, and Science.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> We will see the use of data as an ongoing assessment tool as observed by:</p> <ul style="list-style-type: none"> Teacher Team blogs in ARIS Teacher/Student Conference logs Observation of lessons Review plan books Teacher made item skill analysis

	<p>Ongoing Teacher Conferences with Principal Assistant Principals and Coaches to review data driven instruction</p> <p>Differentiated Instruction</p> <p>Acuity management</p> <p>ATS</p> <p>ARIS</p> <p>Performance Series</p> <p>Student Goals</p> <p>Agendas, materials and sign in sheets from professional development workshops, Grade Meetings and Departmental Conferences</p> <p>School wide Assessments including uniform midterm and final exams.</p> <p>Using the following Intervals as benchmarks:</p> <p>Second Quarter: January 31, 2011</p> <p>Third Quarter: April 2011</p> <p>Final: June 2011</p>
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Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>2. By <input type="checkbox"/>June 2011, we will expand our inquiry team to include 100% teacher participation both vertically and horizontally in all subject areas.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>ADMINISTRATION:</p> <p>To communicate the work of Inquiry Team to entire faculty via team meetings, e-mails and round table discussions.</p> <p>FACULTY:</p>

	<p>To form smaller inquiry teams within content areas. Bi-monthly meetings of teams to identify common student needs and to share best practices.</p> <p><u>Benchmarks:</u> Weekly Team Meeting Monthly Grade Conferences</p> <p><u>Interim Measures:</u> Sharing via Posted Teacher Blogs Planning via responses on the Next Steps forms from team meetings</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Use of Tax Levy and Title 1 funding to support all teachers. The Contract for Excellence, tax levy and Title 1 allocations will be used for the instructional coaches, assistant principals and lead teachers to support teachers' instruction thus helping to improve student outcomes. There will also be support of teachers in Academic Intervention Services, allowing teachers to help students achieve learning standards in English Language Arts, Mathematics, Social Studies, and Science.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <u>Ongoing:</u> We will see the use of data as an assessment tool as observed by:</p> <ul style="list-style-type: none"> Teacher/Student Conference logs Observation of lessons Review plan books Teacher made item skill analysis Ongoing Teacher Conferences with Principal Assistant Principals and Coaches to review data driven instruction Differentiated Instruction Acuity management ATS ARIS Performance Series

	<p>Student Goals</p> <p>Agendas, materials and sign in sheets from professional development workshops, Grade Meetings and Departmental Conferences</p> <p>School wide Assessments including uniform midterm and final exams.</p> <p>Analysis of NYS Standardized Exams and Regents results</p>
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Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>3. <input type="checkbox"/>By <input type="checkbox"/>June 2011, we will improve student performance by 10% through impacting instruction school wide via creation of a standardized curriculums, authentic assessments and rubrics.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>ADMINISTRATION AND FACULTY:</p> <ul style="list-style-type: none"> • <input type="checkbox"/>Through creation of a standardized curriculum, authentic assessments and rubrics be used shoolwide. • (By Departments) Use common planning and lunch and learn meetings to plan for implementation of these tools. • Use data to develop these tools in effot to enrich and challenge all students including the gifted and talented. <p><u>Benchmarks:</u> November 2010, January 2011, April 2011, June 2011</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the</i></p>	<p><input type="checkbox"/></p> <p>Use of Tax Levy and Title 1 funding to support all teachers. The Contract for Excellence, tax levy and Title 1 allocations will be used for the instructional coaches, assistant principals and lead teachers to support teachers' instruction thus helping to improve student outcomes. There will also be support of teachers in Academic Intervention Services, allowing teachers to</p>

<p><i>actions/strategies/activities described in this action plan.</i></p>	<p>help students achieve learning standards in English Language Arts, Mathematics, Social Studies, and Science.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The staff will analyze data as a segue into authentic assessments such as quick writes with rubrics, portfolios with rubrics, presentations with rubrics and other rubric based assessments observed by:</p> <ul style="list-style-type: none"> Teacher/Student Conference logs Observation of lessons Review plan books Teacher made item skill analysis Ongoing Teacher Conferences with Principal Assistant Principals and Coaches to review data driven instruction with authentic assessment. Differentiated Instruction with authentic assessment. Acuity management to plan authentic assessment. Agendas, materials and sign in sheets from professional development workshops, Grade Meetings and Departmental Conferences School wide Assessments including uniform midterm and final exams. Analysis of tasks, student work and rubrics. <p><u>Interim Measures:</u> Weekly Team Meetings, Grade Conferences, Department Conferences</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 4. This academic school year, there will be a 15% increase in student performance in Mathematics as measured by the 2010-2011 progress report.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> <u>ADMINISTRATION</u> :</p> <p>Organize classes based on the previous year’s assessment data and the needs of the individual students.</p> <p><u>ADMINISTRATION AND FACULTY:</u></p> <p>To continue the ongoing collection and analysis of data of all students. To provide a structured curriculum using the Common Core Standards and Core Curriculum. To use data driven lesson plans based on Common Core Standards and Core Curriculum To implement differentiated instruction in all classes based on Common Core Standards and Core Curriculum To continue to collect and organize data based on Common Core Standards and Core Curriculum To use assessment data to create and modify classroom groupings To focus on teachers and students individualized goals in all content area using common core standards To issue standards based assignment via Acuity</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III, and human resources to implement this aciton plan.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <u>Implement Quarterly Benchmarks</u></p> <p>After our quarterly exams, quarterly grades and ACUITY assessment there will be a review and increase use of ARIS by teachers. Teachers will share, during team meetings, student progress based on the use of data using a variety of sources such as Interim assessments, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Analysis of student work will be a priority for implications for teaching.</p> <p><u>First Quarter:</u> Benchmark - November 2010:</p> <p><u>Second Quarter:</u> Benchmark – January 2011</p> <p><u>Third Quarter:</u> Benchmark – April 2011</p> <p><u>Final:</u> Benchmark – June 2011</p>
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Subject Area **English**
 (where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 5. By June 2011, 5% of ELLs and /or Students with Disabilities will demonstrate one year of academic progress in ELA, as measured by 2010 - 2011 Progress Report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> <u>ADMINISTRATION</u> :Organize classes based on the previous year’s assessment data and the needs of the individual students.</p> <p><u>ADMINISTRATION AND FACULTY:</u></p> <p>To continue the ongoing collection and analysis of data of ELL and Students with Disabilities. To provide a structured curriculum using the Common Core Standards and Core Curriculum.</p>

	<p>To use data driven lesson plans based on Common Core Standards and Core Curriculum</p> <p>To implement differentiated instruction in all classes based on Common Core Standards and Core Curriculum</p> <p>To continue to collect and organize data based on Common Core Standards and Core Curriculum</p> <p>To use assessment data to create and modify classroom groupings</p> <p>To focus on teachers and students individualized goals in all content area using common core standards</p> <p>To issue standards based assignment via Acuity</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III, and human resources to implement this action plan.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <u>Implement Quarterly Benchmarks</u></p> <p>After our quarterly exams, quarterly grades and ACUITY assessment there will be a review and increase use of ARIS by teachers. Teachers will share, during team meetings, student progress based on the use of data using a variety of sources such as Interim assessments, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Analysis of student work will be a priority for implications for teaching.</p> <p><u>First Quarter:</u> Benchmark– November 2010 <u>Second Quarter:</u> Benchmark – January 2011 <u>Third Quarter:</u> Benchmark – April 2011 <u>Final:</u> Benchmark – June 2011</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	35	32	20	25	60	24	22	10
7	30	45	20	20	33	23	25	10
8	45	55	40	40	35	40	40	15
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Learning styles are adressed through multi-modality teaching allowing studetns to learn more effectively. Students knowled skills and interest are preassessed before assignment to academic intervention service. Use of technology, books on tape, high interest lower reading level material basic reading skills instruction are provided in small group and individual instruction. Specific programs implemented are as follows: Great Leaps will be presented to the student one-to-one.</p> <p>Before, after and during the school day REWARDS Reading will be implemented during small group instruction daily Before, after and during the school day REWARDS Writing will be implemented during small group instruction daily. During the school day READ 180 will be implemented during small group instruction daily Before, after and during the school day READ XL will be implemented during small group instruction daily Before, after and during the school day READ ABOUT will be implemented during small group instruction daily During the school day RAMP-UP TO READING will be implemented during small group instruction daily During the school day AMP will be implemented during small group instruction daily</p>
Mathematics:	<p><input type="checkbox"/> Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Learning styles are adressed through multi-modality teaching allowing studetns to learn more effectively. Students knowledge skills and interest are preassessed before assignment to academic intervention service. Before, after and during the school day SUMMER LEAPS will be implemented during peer to peer instruction daily. During the school day BREAKAWAY MATH will be implemented during small group instruction daily Before, after and during the school day Math in Minutes will be implemented during small</p>

	group instruction daily
Science:	<input type="checkbox"/> Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Learning styles are adressed through multi-modality teaching allowing studetns to learn more effectively. Students knowled skills and interest are preassessed before assignment to academic intervention service. During the school day Jamestown Timed Reading in Science will be implemented during small group instruction daily Before, after and during the school day REWARDS PLUS Science During the school day Vocabulary Advantage Science
Social Studies:	<input type="checkbox"/> Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Learning styles are adressed through multi-modality teaching allowing studetns to learn more effectively. Students knowled skills and interest are preassessed before assignment to academic intervention service. During the school day Jamestown Timed Reading in Social Studies During the school day REWARDS PLUS Social Studies During the school day Vocabulary Advantage Social Studies
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Before, after and during the school day the following will be discussed: Understanding self and developing a positive self-image. Showing respect for the feelings of others. Understanding the decision-making process. Maintaining effective relationships with peers and adults. Developing effective study skills. Dealing with the transition to the intermediate school. Gaining an understanding of the world of High School and college. Improve attendance and decrease lateness This will be presented to the student one-to-one and small group.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Before, after and during the school day working with t esting at risk students and

	<p>making suggestions for academic improvement This will be presented to the student one-to-one and small group.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Before, after and during the school day there will be: Classroom evaluation and recommendations for academic improvement Social background to encourage family and to assist student to improve achievement will be presented to the student one-to-one and small group.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> Academic Intervention Services are provided throughout the school day and before, after and during the school hours to meet the needs of the general education, ELL and special education students. Before, after and during the school day students will be: Encouraged to maintain healthy habits, including eating nutritiously and being physically active, to help the student do their best in school. Health related issues will be presented to the student one-to-one and small group.</p>

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 46

Non-LEP 0

Number of Teachers 1

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.

□

Through their participation in this program, English Language Learners will continue to develop cognitive academic vocabulary skills and higher order thinking skills in English. At the same time they will be empowered to access the necessary content skills required by the New York State. In accordance with our continued commitment to raising standards we shall offer additional exam preparation courses and intensive tutoring sessions in the following areas: ELA, Mathematics, Science and Social Studies. Our Saturday Program, the only program on site is monitored by an Assistant Principal who supervises instruction, provides professional development and facilitates outreach to ELL parents by providing parent workshops. In this program teachers use ELL methodologies focusing on listening, speaking, reading and writing. The 38 students in grades 6,7 and 8th grade will be serviced 37 ½ minutes Monday through Thursday and during Saturday Enrichment program. The Saturday Program will begin in January 2010 and continue through May 2010. Our Highly Qualified ELA and content area teachers will work in conjunction with the licensed ELL teacher.

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.

□

We offer a strong professional development program for staff serving English Language Learners. It is an ongoing and comprehensive plan consisting of interdisciplinary teacher academies. Our comprehensive plan begins in September 2010 with an evaluation of individual teachers needs and continues through June 2011. Teachers, Guidance Counselors and Assistant Principals share research-based ESL methodologies and practices in order to enhance English Language Learners' performance in ESL, ELA and ESL/Content-Area classes (as mandated by Federal Legislation) and their performance on the NYSESLAT, state exams and uniformed Examinations. In accordance with the New York City Department of Education's Children First guidelines, the interdisciplinary teams of teachers collaborate to incorporate six main types of scaffolding. They ensure that ELLs benefit from strong instruction in English a rigorous core academic curriculum. Among the topics that we shall continue to discuss are: instructional scaffolding methodologies, sensitivity training, ELA Regents sharing of best practices (the focus this year being on the teaching of poetry and short stories), development of study packets for the ELA State Examination; strategies for the development of cognitive/academic vocabulary.

Section III. Title III Budget

—

School: IS 278
 BEDS Code: 332200010278

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$15,000.00	<input type="checkbox"/> The students in grades 6, 7 and 8 th grade will be serviced 37 ½ minutes Monday through Thursday during a Saturday Enrichment program. The program started in September 2010 and will continue through May 2011. The Saturday program will begin in March 2011 and continue through May 2011. Instructional support for English Language Learners in the content areas will be provided before, after school and on Saturday. The students will also be provided with access to the technology and research capabilities of the library. A highly qualified ELL F-Status teacher will offer academic courses in conjunction with English acquisition courses, there are opportunities for tutoring both before and after school. Additional resource times are also available during the days and weeks surrounding the graduation exam and semester exams. Efforts are also made to effectively include ELLs in each school's after school tutoring programs, extracurricular programs, state exams, exam preparation courses, and writing assessment activities. \$ 1,053 23 hours Supervisor \$6,345 7 Teachers (22 hours) \$7,000 F-status teacher
Purchased services - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/> To improve the quantity of instruction for our ELLs.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials.	0	<input type="checkbox"/> Non consumable materials and Renzulli Learning.

- Must be clearly listed.		
Educational Software (Object Code 199)	n/a	<input type="checkbox"/> n/a
Travel	0	<input type="checkbox"/> n/a
Other	n/a	<input type="checkbox"/> n/a
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

□

At Marine Park Junior High School, we have a large population of immigrant parents. Past practice has indicated to us that we need to maximize our

potential to prepare, translate and disseminate materials and information in as many as the parents' native languages as possible. During the instructional day, our staff volunteers its time to assist with the needed oral translations. We need to reach out to homes of English Language Learners before and after the school day to inform parents of upcoming assessments, meetings, conferences, etc.

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.

□

The Assistant Principal of ESL along with the Guidance personnel and the Parent Coordinator has articulated our oral and written translation needs to the LAP committee and faculty. We have prioritized our oral and written translations needs as follows:

- a. Written translations of parent letters, communiqués, bulletins, etc.
- b. Written translations of documents describing the school's programs, class requirements, Regents requirements, etc., AIS programs, tutoring sessions, etc.
- c. Written translations of letters disseminated from the Central Office with modifications for Marine Park's programs
- d. Phone outreach to parents advising them of important events, meetings, testing dates, tutoring sessions, AIS programs, etc.

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.

The school has provided and will continue to provide the following written translations to parents of ELLs in the four major languages:

- a. Title III letters with modifications to describe Schools Program
- b. Generic letters with modifications sent from outside sources
- c. Letters to parents from all departments school wide to inform them of attendance problems, homework and class work issues, etc.
- d. Letters to parents to inform them of upcoming dates:
 - PTA Conferences
 - PTA Meetings
 - Testing Dates (NYSESLAT, ELA, Math and all state Exams, etc.)
 - Orientation Sessions
 - Tutoring Sessions—After-school and Lunch-Time
 - Intensive Test taking Tutoring Dates
- Letters from the Guidance Office:
 - class Requirements
 - Testing Modifications
 - AIS
 - Eligibility Requirements to receive services including free and reduced rate lunch, etc
- Letters from the Parent Coordinator regarding meetings, City conferences, fairs and inviting parents to become involved in student activities

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.

The school has provided and will continue to provide the following oral translation services to parents of ELLs in the four major languages:

- Oral translations during Orientation meetings and Title III Parent Meetings
- Oral translations during conferences with teachers to enable parents to become informed of attendance, lateness and classroom issues.
- Oral translations during guidance conferences on sensitive life issues of mental and physical well-being, and to inform parents of graduate requirements, testing modifications, AIS, etc.
- Oral translations during conferences with other school personnel to keep parents informed of the day-to-day needs of children.
- School Staff, parent volunteers and the Global Translator, Franklin are offered to parents who require oral interpretation.

3. Describe how the school will fulfill Section VII of Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□

The school will fulfill Section VII of the Chancellor’s Regulations A-663 regarding parental notification requirements for translation and interpretation services in the following ways:

- Parents will be provided written notification of their rights regarding these services and will be given instructions on how to obtain such services.
- There will be signs posted at the main entrances in the covered languages indicating the offices where notification can be obtained.
- The school safety plan will be modified to reflect procedures for ensuring that parents in need of language assistance services will receive such services.

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:	591436.35	363129.00	954565.35
2. Enter the anticipated 1% set-aside for Parent Involvement:	5914.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29572.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	59144.00	*	

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

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

N/A

* Federal waiver granted; additional set-asiders 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.

□

Title I Parent Involvement Policy

The mission of IS 278 is a school where students, staff and parents work cooperatively to achieve academic excellence in an atmosphere that embraces all learning styles and abilities. We understand that this vision can only be obtained with true home school partnership.

To ensure that all children be educated to the extent that they become well adjusted, productive, and responsible citizens. Furthermore, it is our intent to instill in them the desire to become lifelong learners committed to preserving the right of every child to receive a well balanced education.

Parent involvement activities at IS 278 will include opportunities for:

- ❖ Parents to volunteer and be involved in school activities
- ❖ Staff development and parent education
- ❖ Parents to provide home support for their student’s education
- ❖ Parents to participate in school decision-making

Responsibilities The School will:

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards as measured by ELA and Math State Exams, and other assessments developed by the district and the school. The school will employ highly qualified teachers who will be provided professional development and will continually update resources and maintain an environment that facilitates learning
- Involve parents in an organized, ongoing and timely way in the planning, review and improvement of the Title I programs, plans and policies. These school plan meetings will be held in the spring of each school year

With regard to the School-Level Parent Involvement Policy, the School will:

- Facilitate and implement the parent involvement policy
- Involve parents in the planning, review and improvement of the policy at least annually by inviting them to take part in developing the Parent Involvement Policy
- Provide the policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand
- Make the School Parent Involvement Policy available to parents and the community at Meet the Teacher Night, PAC Meetings, and online through the school website as well as in the school office

With regard to parent meetings, the School will:

- Host an annual meeting at the Meet the Teacher Night in August to inform parents of their school's participation in Title I, to explain the Title I Program, the requirements of Title I and the right of parents to be involved
- Inform parents of the meeting and encourage and invite parents to attend our Parent/Teacher Conference Nights (Fall and Spring Meetings)

With regard to Title I Programs and Plans, the school will:

- Inform parents at our Meet the Teacher Night about the goals and purposes of Title I, any Title I programs at the school, the curriculum used in the programs, and the proficiency levels students are expected to meet.
- Early in the year we will send home a brochure explaining the Title I Program with each child.
- We will send home additional information explaining the Title I Program in the 1st report period.

- If requested by parents provide opportunities for regular meetings of parents and school personnel where parents may offer suggestions and ask questions regarding Title I policies and programs.
- Administrators will provide timely responses to parents' suggestions and questions.

With regard to professional development, the school will:

- Provide training to school staff to strengthen parent involvement efforts relating to:
 - the value and utility of contributions of parents
 - how to reach out to, communicate with, and work with parents as equal partners
 - implementing and coordinating parent programs
 - building ties between parents and the school
 - parental participation in homework and teacher communication

With regard to the coordination with other programs, the school will:

- Collaborate with community agencies and businesses to provide activities that encourage and support parent participation in the education of their student:
- Working closely with PA
- Provide a Tutoring program
- Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement
- Sponsor Family reading/math nights
- Hold Parent/Teacher conferences
- Make available a Parent Resource Room where parents can check out materials

- Ensure that all information related to school and parent programs, meetings and other activities is sent to parents in various formats and, to the extent practicable, in a language the parents can understand:
- Provide monthly newsletter informing parents of activities, workshops, awards, and important telephone numbers
- Maintain School websites
- Conduct Title I surveys
- House Family Videos that can be checked out
- Conduct needs assessment survey
- Assess feedback as to the needs of parents, teachers, and students
- Provide access to educational resources for parents to use together with their students via links on the division website

The staff will:

- Assist the administration in facilitating and implementing the School Level Parent Involvement policy and parent involvement activities
- Advise parents of their student's progress on a regular basis through:
 - every six-weeks progress reports
 - Report Cards
- Send Folders home with student work, weekly
- Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their student's progress and to participate as appropriate in the decisions relating to their student's education. Hold at least one parent/teacher conference during the year at which the Student/Parent/Teacher
- will be discussed as it relates to the student's achievement
- Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities

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.

□

School-Parent Compact

IS 278 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build

d develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2010.

IS 278 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:

- Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held November 15, 2010 (Evening) November 16, 2010 (Afternoon) and February 17, 2011(Afternoon) February 16, 2011 (Evening).
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - There are 4 report cards per year. Progress reports are given out before report cards if a child drops 10 points or more in a subject area or is failing or not meeting the standards academically or for attendance. In addition, conduct

sheets are used in specific instances for academic or behavioral intervention for daily communication between teachers and parents

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - The staff is available daily for phone conversations with parents
 - The staff is available for face to face meetings by appointment same day or next day
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - Parents may volunteer through the various committees of the Parent's Association; observations can be arranged at any time through the Grade Assistant Principal
 - Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way
 - Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way
 - Hold an annual meeting to inform parents of the school's participation in Title I , Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend
 - Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand
 - Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet
 - On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible

- Provide to each parent an individual student report about the performance of their child on the State assessment in ELA and Math
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

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

- Supporting my child's Learning by making education a priority in our home by:
 - Making sure my child is on time and prepared everyday for school
 - Monitoring attendance
 - Talking with my child about his/her activities every day
 - Monitoring my child's agenda
 - Scheduling daily homework time
 - Providing an environment conducive for study
 - Making sure that homework is completed
 - Monitoring the amount of television my children watch
 - Promoting positive use of my child's extracurricular time
 - Reading together with my child every day
 - Communicating positive values and character traits, such as respect, hard work and responsibility
 - Respecting the cultural differences of others
 - Providing my child with a library card
 - Express high expectation and offer praise and encouragement for achievement.
 - Helping my child accept consequences for negative behavior

- Volunteering in my child's classroom

- Participating, as appropriate, in decisions relating to my children's education

- Participating in school activities on a regular basis

- Staying informed about my child's education

- Promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I/ Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Being aware of and following the rules and regulations of the school and district
- Supporting the school's discipline policy

Student Responsibilities

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

Students will support their academic achievement by:

- Keeping an updated agenda
- Completing homework every day and asking for help when needed
- Reading at least 30 minutes every day outside of school time
- Studying ELA and Math skills in preparation of state exams, on average 50 minutes per week aside from their normal workload
- Preparing for all state exams with extra study time per week aside from their normal work load
- Giving to parents and guardians all notices and information received from the school
- Supporting the school's discipline policy

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.

The analysis of internal standardized tests allows our departments to plan and implement additional educational services. Quizzes, unit tests, standardized mock exams, and lab skills are frequently analyzed to reinforce students' academic performance.

2. Schoolwide reform strategies that:

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

Instructional strategies will include Diagnostic testing, AIS and Enrichment programs (SpellRead, Read180, Great Leaps, Achieve 3000 and Renzulli). Test preparation materials including Buckle Down, Rally and Continental Press and specialized high school test prep. Differentiated Instruction, individual student conferencing, peer to peer work and grouping for instruction. Mandate and encourage students to attend additional tutoring before, during and after school as well as Saturday Academy.

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.

Increase amount of quality of learning time, each ELA class meets to 90 minutes a day. There will be tutoring sessions available before, during and after-school.

o Help provide an enriched and accelerated curriculum.

There will be tutoring in accelerated math and Language Arts, regent based curriculum including Renzulli.

o Meet the educational needs of historically underserved populations.

Students will have tutoring available to them on a daily basis before, during and after school.

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

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

3. Instruction by highly qualified staff.

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

We provide teachers with authentic opportunities to learn strategies, skills and content which will enable them to provide optimal services for student achievement. This will be accomplished through: professional development workshops, demonstrations, conferences, inter-visitations, intra-visitations, peer coaching, study groups, inquiry team change strategies, teacher center, professional library, literacy and math coach, and Assistant Principals.

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

We are not a high need school. Strategies used in the past year and expected to continue through 2008-2009 include: Teachers will be assigned to their area of certification when scheduling, with some flexibility, consistent with State regulations. Providing options/methods for teachers who are not highly qualified to become highly qualified through conversion programs and utilizing the school's 5% Title I set aside. Teachers will be encouraged to use online HOUSSE to demonstrate subject matter competency. Ensuring that parents are notified when a non-highly qualified teacher teaches their child for more than 4 consecutive weeks. Supporting new teachers through a New Teacher Mentoring Program, coaches and lead teachers.

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

Increase parental participation through the following activities:

Parent workshops, meetings, conferences, cultural events, parent-teacher conferences, newsletters, parent library and family literacy services. Parents are invited to the orientation sessions held in September. Parents are invited to parent teacher association meetings; Parents are requested to come to school for open school afternoon and evening conferences. Parent workshops are designed to meet the needs of families; Parents are invited to attend the Science and social Studies Fairs, school concerts and drama performances.

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.

Common planning, department and faculty conferences, study groups, School Leadership Team, professional development workshops, AIS team, Pupil Personnel Intervention Team, and Professional Development Team.

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.

See AIS appendix, action plans and implications for instruction. Weekly AIS team meetings and Pupil Personnel Intervention Team meeting. Students referred immediately.

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.

n/a

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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	Yes			469274	True goals 1 and 3.
Title I,	Federal	Yes			359496	True goal 1 and 3.

Part A (ARRA)							
IDEA	State	Yes			255,965	True	Goal 3
Title III	Federal	Yes			15000	True	goal 4
Tax Levy	State	Yes			4565486	True	all goals

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

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

n/a

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

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

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB / SED STATUS:

SURR PHASE / GROUP (IF APPLICABLE):

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

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

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

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

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are three students in Temporary Housing, two sixth grader, one seventh grader and no eighth graders.
2. Please describe the services you are planning to provide to the STH population.

Each year these students meet with a guidance counselor on a weekly basis to ensure that their special needs are being addressed in our school. We also purchase gift cards twice a year to assist parents to purchase clothing and other items relating to their child's needs.

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).

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

CEP RELATED ATTACHMENTS

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

File Name - 28_22K278_011111-150715.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 6	District 22	School Number 278	School Name 278
Principal Debra Garofalo		Assistant Principal Julie O'Connell	
Coach Joann Kelly		Coach Carrie Fullard	
Teacher/Subject Area Emanda Heyman/Math Teacher		Guidance Counselor Denise Croon	
Teacher/Subject Area Hulya Sica/L.A. Teacher		Parent Donna Ali	
Teacher/Subject Area Esther Skalet/ESL Teacher		Parent Coordinator Gretchen Sylvester	
Related Service Provider Jamie Karr		Other	
Network Leader Julia Bove		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	987	Total Number of ELLs	49	ELLs as Share of Total Student Population (%)	4.96%
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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.

The mission of Marine Park I.S. 278 is to provide an instructional program that addresses all students' individual needs and interests and holds them accountable to high standards. We do so by providing them with academic and enrichment opportunities as well as access to all content areas through a balanced literacy approach, differentiated instruction and an emphasis on numeracy. Through rigorous standards-based curricula, we will develop a community of academically and socially prepared lifelong learners. Identification of the ELL students begins with the administration of the Home Language Survey at the time of admission and no later than 10 school days. Parents are asked to determine if another language is spoken primarily by the student and by the family. If another language is identified on the HLS, the student is eligible to take the Lab-R. If a student does not pass the Lab-R ESL services are provided. The Spanish Lab is administered to Spanish speaking students. Esther Skalet is a fully certified ESL teacher with many years of experience. She conducts the administration of the HLS and Lab-R. Translation services are requested from the DOE when personnel can not be provided on site. In addition, an informal oral interview is conducted in English and when possible in the native language. The NYSESLAT Exam is administered each year to annually evaluate ELL students for levels of proficiency and to determine students who no longer require services. Ms. Skalet provides information to parents on the three program choices- Transitional Bilingual Education, Dual Language, Freestanding ESL. She explains parental choice and options, provides outreach together with the Parent Coordinator, Gretchen Sylvester. They also ensure that the Program Selection form is completed and entitlement letters are completed. Ms. Sylvester has been trained to hold Parent fairs to encourage completion of the Parent Survey. To date, we have not had a parent who has not opted out of a Bilingual program. All parents have requested ESL only.

Currently at Marine Park Junior High School, we service 49 English Language Learners. The Language Acquisition Policy of Marine Park, I.S. 278 is to provide instruction 100% of the time in English by one licensed ESL teacher in which ESL methodologies and techniques are incorporated in all lessons. Our ELL students represent all levels of proficiency and come from a variety of linguistic and cultural backgrounds. Students are grouped for pull-out instruction based on language proficiency. This homogeneous program model allows the ESL teacher to provide direct instruction according to stages of language acquisition. Our English Language Learners speak the following languages: Albanian, Arabic, Armenian, Azerbaijani (AKA Azeri), Bengali, Bulgarian, Burmese, Cantonese, other Chinese dialects, French, French-Haitian-Creole, Fulani, Garifuna, Georgian, Haitian-Creole, Hebrew, Hindi, Korean, Mandarin, Polish, Punjabi (AKA Punjab), Russian, Serbo-Croatian, Spanish, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese-Chinese, and Yoruba. English Language Learners' mission, our primary instructional goal is to infuse academic rigor into the pull-out ESL program so that our English Language Learners can achieve high standards. To this end the primary instructional goals of the ESL Department are to improve skills in English as a Second Language, math and literacy instruction. A multicultural curriculum is used and all ELL students receive a balanced literacy and math approach. Our state certified ESL teacher uses the Natural Approach, CALLA and TPR and other ESL methodologies to ensure that ELL students meet the standards and pass required state and city assessments when not exempt. Our materials and curriculum are aligned with state and city ESL standards. The ELL students are offered Academic Intervention services and supplementary programs during extended day in literacy and the content area subjects to ensure that they can be actively engaged in standards based academic instruction.

Our Language Allocation Policy team is committed to the implementation of a policy that ensures the access of all English Language Learners to rigorous instructional programs that adhere to federal, state, and city mandates. Through ongoing school wide collaboration, we implement a policy which promotes the continuity of language development of all English Language Learners, both in the mainstream and in special education. The LAP team includes the principal, assistant principals, ESL teacher, teachers and the literacy and math coaches and parents. The LAP team creates and supports a plan of activities which fosters growth in reading, writing, speaking, listening and viewing. Independent reading and writing is conducted daily. Computer technology, ESL work books, texts

and libraries are utilized and the weakest modalities are addressed.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							17	16	16					49
Total	0	0	0	0	0	0	17	16	16	0	0	0	0	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	8
SIFE	13	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 35	<input type="checkbox"/> 13	<input type="checkbox"/> 0	<input type="checkbox"/> 9	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/> 49

Total	□35	□13	□0	□9	□0	□4	□5	□0	□2	□49
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	4	1					12
Chinese							3	0	2					5
Russian							2	0	3					5
Bengali							0	0	0					0
Urdu							1	2	1					4
Arabic							0	1	1					2
Haitian							3	4	2					9
French							0	1	1					2
Korean							0	0	0					0
Punjabi							0	1	0					1
Polish							0	1	0					1
Albanian							0	0	0					0
Other							1	2	5					8
TOTAL	0	0	0	0	0	0	17	16	16	0	0	0	0	49

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.

In order to increase the passing percentages of ELLs on the NYSESLAT and ELA and math exam, teachers have implemented differentiated instructional methodologies in their classroom instruction in order to accommodate the learning styles and learning rates of our English Language Learners.

Our students are programmed for the ESL pull-out program according to their level of proficiency. Beginner and intermediate students receive more than 360 mandated minutes and advanced students receive more than 180 minutes. Our ESL teacher groups students to provide differentiated instruction. Students who speak the same language act as buddies for the less proficient students. Children move to more advanced groups when ready. Block programming gives students the opportunity to work on developing reading and writing skills for more time daily. ELL students receive additional periods of ELA instruction everyday with their regular class. The ESL teacher supports the literacy teacher to meet the needs of the ELL population. This meets the needs of those children who will take the ELA exam according to NCLB.

After reviewing all relevant testing data, we anticipate the continued need for the implementation of the following instructional initiatives to ensure that ELLs have access to rigorous content and achieve success on state assessments:

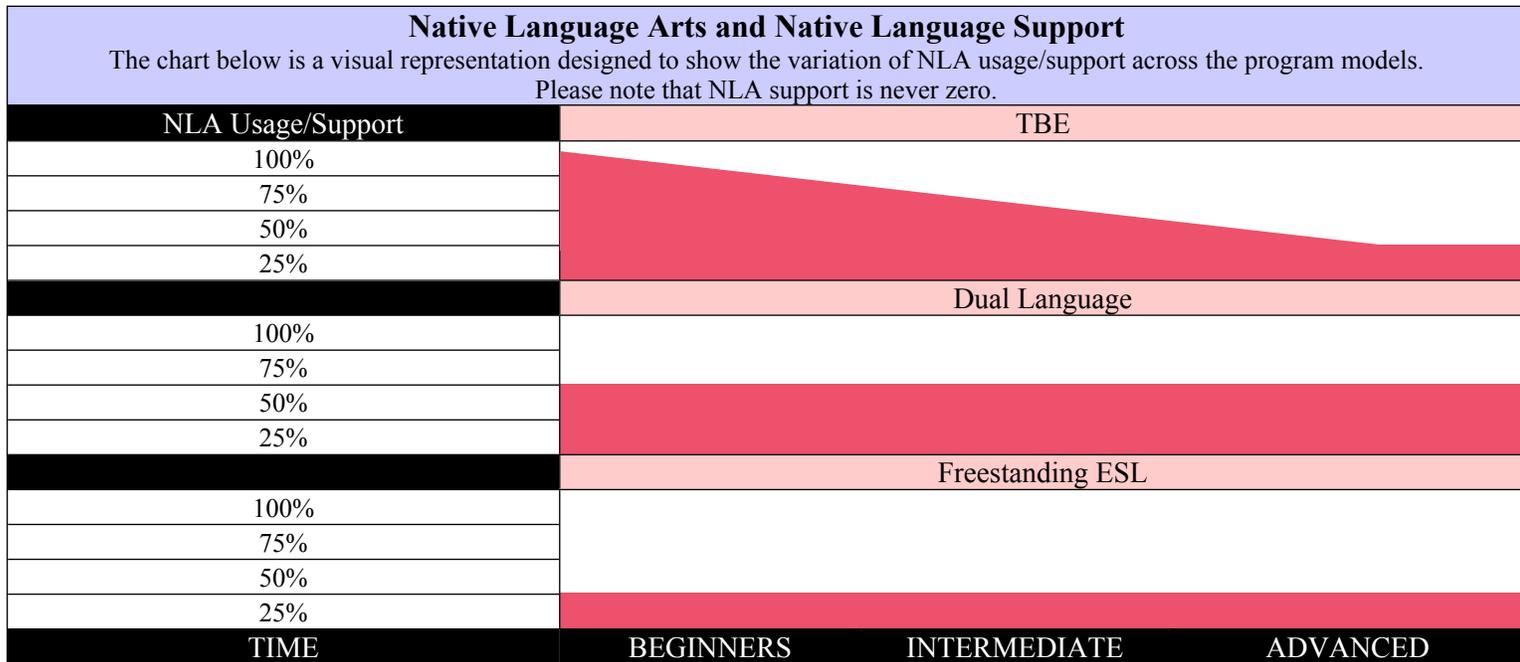
1. Differentiated instructional methodologies to enhance the development of the four language modalities of listening, speaking, reading, and writing, with special emphasis on reading and writing, taking into account NYSESLAT results.
2. Principles of Learning, with special emphasis on Clear Expectations, Accountable Talk, and the infusion of Academic Rigor into all ESL, and ESL content-area classes.
3. Scaffolded instruction, with special emphasis on the following: modeling, bridging, contextualization, schema building, metacognitive development, and text representation.
4. Balanced literacy and numeracy methodologies
5. Development of cognitive/academic vocabulary in contextual situations.

After determining instructional needs based on testing data, we train staff through professional development to drive best practices into the classrooms of English Language Learners by addressing the following:

1. Implementation of differentiated instructional methodologies.
2. Development of questioning techniques to engage students in the learning process; to promote Accountable Talk and the implementation of structured group work methodologies, and to facilitate the development of higher-order thinking skills.
3. Use of data to drive instruction
4. Alignment of curricula with assessment data
5. Use and design of rubrics.

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

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



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?

Science/Social Studies/Math

The students also use glossaries and thesauruses to assist them throughout the school year. Primary and secondary sources are adapted depending on the proficiency level with in-text definitions and glosses. Graphic organizers such as T-charts, semantic maps, cause/effect charts, Venn Diagrams, time lines, etc help students organize information as pre-writing activities. Vocabulary lists are distributed prior to the study of each unit. Teachers also identify linguistic items and cultural vocabulary in addition to core vocabulary.

Graphic organizers are used for pre-writing organizational activities. Vocabulary lists are also distributed. The text book is an ancillary source. Throughout the year teachers use Post-It charts to create word walls of vocabulary for students to refer to on a daily basis in order to enhance their academic vocabulary bank. In the Title III intensive tutoring modules and the after school program, students are provided with ELA preparation books and resources.

Vocabulary development is an integral part of the ESL program. Each student is encouraged to use the vocabulary notebook to aid them in their studying. In addition, all of the terms on the vocabulary sheets are defined/described in the classroom so they are not left without guidance. Not to mention that they are able to ask any teachers/adult or use their textbook for help with the terms as well. In class, when terms are defined/described, we focus on the roots, prefixes and suffixes of the words to promote understanding. Finally, in the class, many demonstrations, pictures, visuals, scenarios, and Total Physical Response are used in order to help the students better understand difficult terms that have really no other better synonyms. An example of a word like this is steep or gradual slope. A visual of a hill/mountain is a much easier way to explain 'steep/gradual'.

We will continue to review and update our Language Allocation policy on a yearly basis to ensure that our English Language Learners are afforded every opportunity to develop communicative and academic proficiency in English so that they will continue to have access to the challenging content of the core academic subjects. We will continue to infuse literacy and numeracy strategies across the curriculum. We will continue our commitment to providing English Language Learners with quality, standards-based instruction.

We continue to program English Language Learners to address students' strengths and weaknesses. Teachers also establish an open communication with the parents along with the guidance counselors and ESL Assistant Principal concerning attendance, behavior, and needed assistance.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

ESL methodologies and techniques and their use in classroom lessons by all teachers is addressed through professional development. Additionally, Title III Professional Development focuses on the development of curriculum for the ELLs addressing ELA and mathematics. Teachers are trained in the use of the curriculum for intensive review. Our plan for the academic language development for English Language Learners coexist with the current school wide initiative of the development of strategies for the development of cognitive/academic vocabulary in context.

Our Language Allocation Policy is clearly aligned with this school wide initiative. The focus of staff development this year has been on training staff to lead students to increase their cognitive/academic vocabulary base through acquiring and learning vocabulary in context. From the first faculty conference, both the Principal and the Assistant Principal, ESL/Foreign Language Department, have led staff development sessions focusing on this topic. Professional development efforts have also been focused on the development of training packets for English Language Learners to familiarize them with the terminology of the ELA Tasks so that they can be better equipped to tackle tasks. Another related initiative has been the implementation of academic vocabulary for English Language Learners in Living Environment, Physical Science, and Earth Science. Through professional development including “lunch and Learn” meetings we continue to stress the ESL terminology and methodologies specific to each subject area to meet state requirements.

The LAP team purchased materials that meet the learning needs of the ELL population and fosters proficiency in ELA, Math and content areas. Test preparation materials were purchased to prepare for the NYSESLAT and standardized tests. Materials such as Goodman’s Five Star Activity Books by Jamestown Publishers, books on tape, libraries and dictionaries provide practice in reading, writing and higher order thinking skills. The materials used for instruction are aligned with state and city standards. Students are taught self evaluation techniques using rubrics. They are trained in the function and use of rubrics for understanding and evaluation of their classwork and projects. The list includes support texts and resources in an effort to familiarize English Language Learners with the ELA tasks.

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?

We continue to offer outreach to parents of our English Language Learners through letters, flyers, announcements, and Title III letters in the native languages and school messenger. We offer a Title III Parent Education Program on a continual basis. In accordance with CR Part 154 and Title III, parent orientation sessions are conducted in English and in the languages of our major populations so that parents can be provided with appropriate information to make informed decisions and choices regarding the placement of their children in the appropriate programs. Parents are informed about state standards, assessments, school expectations, the discipline code, programming, and class requirements for all classes and English as a Second Language Programs. We encourage parents of English Language Learners to participate in school events, especially PA conferences and Parent Orientations. We will continue to host multicultural events to celebrate and validate the cultures represented by our English Language Learners and school community. Our Parent Survey and Program Selection forms reflect the intention of the parents of English Language Learners to have their children placed in ESL over Bilingual programs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	4	5					12
Intermediate(I)							5	3	6					14
Advanced (A)							9	9	5					23
Total	0	0	0	0	0	0	17	16	16	0	0	0	0	49

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

An analysis of the combined scores of the modalities—listening/speaking and reading/writing— reveals that listening/speaking were the stronger modalities, especially at the 6th-grade level. Writing continues to be the weaker modality across the grades. On all levels of ESL instruction, it is necessary to enhance English Language Learners’ reading and writing proficiency. In addition to reading and writing, ELLs need an academic vocabulary, academic command of language—academic competence—so that they are able to discuss, reason and think about complex problems and findings in English.

In order to assess the literacy levels and skills of ELL students the following interim assessments are implemented: Acuity, Slosson, Portfolio Assessment, Uniform school-wide midterm exams in the content areas, classroom assessments, practice NYS exams in ELA and Math. These assessments of literacy skills and content area subjects provide the data to plan differentiated instruction. The continued implementation of the Title III supplementary programs will provide additional support to ELLs to improve their English and language learning skills while simultaneously empowering them to access the necessary content skills required for the New York State assessments. Title III funding supplied students with NYSESLAT preparation books, ELA review books, materials, and resources. Students are also supplied with bilingual glossaries, dictionaries, English dictionaries, and thesauruses. We have purchased review books and resources. Statistics bear out, that intensive collaborative efforts in terms of parental outreach (regarding attendance, information about testing requirements and dates, offering before, after, extended day and Saturday comprehensive programs, etc.) have resulted in increased participation rate of students and increased passing percentages.

We continue to program English Language Learners to address students’ strengths and weaknesses. Teachers also establish an open communication with the parents along with the guidance counselors and ESL Assistant Principal concerning attendance, behavior, and needed assistance.

After reviewing all relevant testing data, we anticipate the continued need for the implementation of the following instructional initiatives to ensure that ELLs have access to rigorous content and achieve success on state assessments:

1. Differentiated instructional methodologies to enhance the development of the four language modalities of listening, speaking, reading, and writing, with special emphasis on reading and writing, taking into account NYSESLAT results.
2. Principles of Learning, with special emphasis on Clear Expectations, Accountable Talk, and the infusion of Academic Rigor into all ESL, and ESL content-area classes.
3. Scaffolded instruction, with special emphasis on the following: modeling, bridging, contextualization, schema building,

After determining instructional needs based on testing data, we train staff through professional development to drive best practices into the classrooms of English Language Learners by addressing the following:

1. Implementation of differentiated instructional methodologies.
2. Development of questioning techniques to engage students in the learning process; to promote Accountable Talk and the implementation of structured group work methodologies, and to facilitate the development of higher-order thinking skills.
3. Use of data to drive instruction
4. Alignment of curricula with assessment data
5. Use and design of rubrics.

Our plan for the academic language development for English Language Learners coincides with the current school wide initiative of the development of strategies for the development of cognitive/academic vocabulary in context. Our Language Allocation Policy is clearly aligned with this school wide initiative. The focus of staff development this year has been on training staff to lead students to increase their cognitive/academic vocabulary base through acquiring and learning vocabulary in context. From the first faculty conference, both the Principal and the Assistant Principal, ESL/Foreign Language Department, have led staff development sessions focusing on this topic. Professional development efforts have also been focused on the development of training packets for English Language Learners to familiarize them with the terminology of the ELA Tasks so that they can be better equipped to tackle tasks. Another related initiative has been the implementation of academic vocabulary for English Language Learners in Living Environment, Physical Science, and Earth Science. Through professional development including “lunch and Learn” meetings we continue to stress the ESL terminology and methodologies specific to each subject area to meet state requirements.

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.

We will continue to review and update our Language Allocation policy on a yearly basis to ensure that our English Language Learners are afforded every opportunity to develop communicative and academic proficiency in English so that they will continue to have access to the challenging content of the core academic subjects. We will continue to infuse literacy and numeracy strategies across the curriculum. We will continue our commitment to providing English Language Learners with quality, standards-based instruction.

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

School Name:	J.H.S. 278 Marine Park					
District:	22	DBN:	22K278	School		332200010278

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.6	93.5	93.2
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	316	312	350				
Grade 7	305	322	310				
Grade 8	410	313	326				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	5	11	8				
Total	1036	958	994				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.6	96.6	95.4

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	57.7	76.9	76.6

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	17	30	35

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	7	11	9

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	44	45	32	Principal Suspensions	52	111	74
# in Collaborative Team Teaching (CTT) Classes	61	53	49	Superintendent Suspensions	17	41	30
Number all others	45	46	47				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	35	40	TBD	Number of Teachers	79	76	72
# ELLs with IEPs	6	14	TBD	Number of Administrators and Other Professionals	17	17	12
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	10	11	18

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	5	26	% fully licensed & permanently assigned to this school	100.0	100.0	98.5
				% more than 2 years teaching in this school	68.4	80.3	94.4
				% more than 5 years teaching anywhere	65.8	72.4	81.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	89.0	93.1
American Indian or Alaska Native	0.6	0.4	0.4	% core classes taught by "highly qualified" teachers	98.9	98.2	100.0
Black or African American	55.8	52.1	46.9				
Hispanic or Latino	12.5	13.8	14.7				
Asian or Native Hawaiian/Other Pacific	5.5	6.2	6.1				
White	24.0	25.9	31.5				
Male	49.9	49.9	47.1				
Female	50.1	50.1	52.9				

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	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v					
Limited English Proficient	X	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	D	Overall Evaluation:					P
Overall Score:	24.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	9.5	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	3.2	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	11.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

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

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

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