



**[JOSEPH B. CAVALLARO I.S. 281]**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (21K281)**

**ADDRESS: 8787 24<sup>TH</sup> AVENUE BROOKLYN, N.Y. 11214**

**TELEPHONE: 718-996-6706**

**FAX: 718-996-4186**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** I.S. 281      **SCHOOL NAME:** Joseph B. Cavallaro

**SCHOOL ADDRESS:** 8787 - 24<sup>th</sup> Avenue Brooklyn, New York 11214

**SCHOOL TELEPHONE:** 718-996-6706      **FAX:** 718-996-4186

**SCHOOL CONTACT PERSON:** Maria Delfini      **EMAIL ADDRESS:** MDelfin@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Hadiya Boyd

**PRINCIPAL:** Stephen Rosenblum

**UFT CHAPTER LEADER:** Anthony Bright

**PARENTS' ASSOCIATION PRESIDENT:** Christina Cosares

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 21      **CHILDREN FIRST NETWORK (CFN):** 107

**NETWORK LEADER:** Nancy Scala

**SUPERINTENDENT:** Isabel DiMola

**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
Stephen Rosenblum	*Principal or Designee	
Anthony Bright	*UFT Chapter Chairperson or Designee	
Christina Cosares	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Susan Czarnecki	CBO Representative, if applicable	
Hadiya Boyd	Member/ Teacher/Chairperson	
Anthony Solino	Member/Teacher/Secretary	
Blasé Cannavale	Member/Teacher	
Grace Bonomo	Member/Parent	
Agata Ricupero	Member/Parent	
Jennifer Moran	Member/Parent	
Maria Rosa Alonge	Member/Parent	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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At Joseph B. Cavallaro I.S. 281, it is our vision to fulfill our mandate as a N.Y.C. Middle School by helping ALL students attain the highest standards as established by the city and state. Staff, parents and students will effectively communicate, collaborate and support our high academic and behavior standards. As we address the needs of ALL learners, it is our vision to allow students to become active learners who think critically and creatively, set goals and accept challenges, display respect for self, others and the environment, and demonstrate qualities of a responsible, productive citizens. Our school's mission statement is "to provide every child with the support to grow intellectually, physically, socially and emotionally into a contributing member of society." The school currently houses 13 Sixth Grade classes, 15 Seventh Grade classes, and 15 Eighth Grade classes in general education. Current strategies implementing the New Continuum include 6 classes in Special Education. There is also an ESL program for grades 6-8 which currently services 185 ELLs. Average class size is 30 in general education classes and in our Scholars' Academy classes.

Our school culture holds high expectations for ALL students. All students have the right to engage in a variety of literacy and math activities, to have meaningful interaction with peers and teachers, receive frequent and timely feedback. Students also have a right to have teachers who develop creative curricula, and teachers honor individual learning styles and accommodate individual student's instructional needs; who guide students in their critical evaluation and use of various technologies; who engage regularly in professional development; and communicate regularly with students and parents.

The Cavallaro Scholars Academy sets the academic climate within the school, encouraging our students to strive for scholastic excellence. Our Academy programs meet or exceed the mandate of the Chancellor with many students taking more than half their schedule in Language Arts and Mathematics classes. Our goal is to nurture a love of reading and to help our students become lifelong readers. Our Scholars Academy program offers accelerated courses in Mathematics and Science, offering advanced curriculum and Regents Exams. Scholars' graduates move onto H.S. with three Regents credits. Students are also enrolled in Honors Language Arts and Social Studies. Academy students accelerating in Foreign Language are eligible to take the Foreign Language Proficiency exam in June of their senior year.

Our Magnet and Talent Programs provides enrichment classes in Art, Creative Writing, Dance, Media, Vocal and Instrumental Music. External agencies have also provided our school with support in achieving high levels of student learning. The Neighborhood Improvement Association, a not-for-profit organization, sponsors an after-school program Monday through Friday afternoons from 2:10-5:00 p.m. The N.I.A. Program offers homework help, academic enrichment, leadership skills, conflict resolution, community service opportunities, and recreational activities for all students. This is the second of five years that our school is part of 21<sup>st</sup> Century Community Learning Centers Program which is a federally funded program supports the creation of afterschool learning centers providing Academic Enrichment, Youth Development and Parent Literacy/Outreach. Our Programs include Academic Enrichment in ELA, Math and Science. Nutrition/Cooking Club, Podcasting Club and Drama Club are also offered to students.

**SECTION III – Cont’d**

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

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

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	Joseph B Cavallaro Intermediate School 281				
<b>District:</b>	21	<b>DBN #:</b>	21K281	<b>School BEDS Code:</b>	332100010281

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93%	95%	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95%	96%	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	443	453	380	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	407	457	471		67.6	61.7	80.9		
Grade 8	442	402	473						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	59	TBD		
Grade 12	0	0	0						
Ungraded	0	1	1	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1292	1313	1325		54	61	40		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	62	62	69						
No. in Collaborative Team Teaching (CTT) Classes	35	28	28	Principal Suspensions	245	170	TBD		
Number all others	64	63	76	Superintendent Suspensions	24	23	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	154	157	141	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	7	16	42	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	97	94	
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	20	21	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	0	
	7	2	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	
American Indian or Alaska Native	0.2	0.0	0.1	Percent more than two years teaching in this school	79.4	80.9	
Black or African American	13.4	11.6	10.3	Percent more than five years teaching anywhere	55.7	60.6	
Hispanic or Latino	19.4	20.4	20.3				
Asian or Native Hawaiian/Other Pacific Isl.	35.9	39.2	38.7	Percent Masters Degree or higher	81.0	88.0	
White	31.2	28.7	30.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.2	94.9	
Multi-racial							
<b>Male</b>	50.7	51.3	51.7				
<b>Female</b>	49.3	48.7	48.3				

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

**Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	88.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		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)	21.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

Joseph B. Cavallaro's Inquiry Team, Literacy Committee, Administration and School Leadership Team used a variety of primary tools to assess our overall progress and the quality of our educational forces. The needs assessment included a review of the following measures and indicators:

- NYS assessment results including item skills analysis
- Annual School Report Card
- Annual Progress Reports
- Quality Review and Quality Review Self- Assessment documents
- Student Portfolios
- CAI- Computer Assisted Instruction reports i.e. CTB McGraw Hill Acuity
- Other teacher developed tests
- Suspensions
- Last year's CEP
- Surveys & Questionnaires

The School Report Card was distributed to each parent and staff member of our educational community. Staff members (teachers, coaches, administrators, and all other support personnel) received their copy at a staff development conference and were grouped by grade in order to discuss, interpret and disaggregate the data. Each group included a special education and ESL teacher. Using all available information, teachers examined their grade's achievement data and compared it to the data for their grade and the school as a whole. Item skills analyses for reading and math were used to identify specific instructional needs of individual students and establish preliminary groups for academic intervention services. Each working group recorded their findings and the staff conference ended with each group sharing its results.

The findings were categorized and reviewed at a School Leadership Team meeting and reported to the parents at an open and advertised PTA meeting. Upon entry to the meeting, each parent received a copy of the performance achievement data for her child and the Annual School Report Card. The Principal and School Leadership Team Chairperson reviewed the data and conducted a question and

answer session. The Principal and the School Leadership Team Chairperson then explained the needs assessment findings resulting from the staff conference and School Leadership Team review. The Principal, along with the Data Specialist, explained the findings at a faculty meeting.

<b>Results from Grade 6 2009 - 2010 ELA Data Trends for Disaggregated Groups Shows:</b>			
<b>Asian Students</b>			
Level One:	increased by 11.1%	Level Two:	increased by 21.1%
	From 0% to 11.1%		From 9.2% to 37.3%
Level Three:	decreased by 27.9%	Level Four:	decreased by 11.3%
	From 76.3% to 48.4%		From 14.5% to 3.2%
<b>Black Students</b>			
Level One:	increased by 21.1%	Level Two:	increased by 24.9%
	From 0% to 21.1%		From 30.4% to 55.3%
Level Three:	decreased by 41.5%	Level Four:	decreased by 4.3%
	From 65.2% to 23.7%		From 4.3% to 0%
<b>Hispanic Students</b>			
Level One:	increased by 25%	Level Two:	increased by 26.9%
	From 0% to 25%		From 30% to 56.9%
Level Three:	decreased by 50.8%	Level Four:	decreased by 1.1%
	From 67.5% to 16.7%		From 78.6% to 34.7%
<b>White Students</b>			
Level One:	increased by 11.9%	Level Two:	increased by 42.9%
	From 0% to 11.9%		From 7.9% to 50.8%
Level Three:	decreased by 43.8%	Level Four:	decreased by 11%
	From 78.6% to 34.7%		From 13.5% to 2.5%

<b>Results from Grade 7 2009 - 2010 ELA Data Trends for Disaggregated Groups Shows:</b>			
<b>Asian Students</b>			
Level One:	increased by 12.1%	Level Two:	increased by 18.1%
	From 0.6% to 12.7%		From 15.8% to 33.9%
Level Three:	decreased by 34.5%	Level Four:	increased by 4.2%
	From 75.2% to 40.7%		From 8.5% to 12.7%
<b>Black Students</b>			
Level One:	increased by 13.3%	Level Two:	increased by 27.5%
	From 0% to 13.3%		From 19.2% to 46.7%
Level Three:	decreased by 45.8%	Level Four:	increased by 5.1%
	From 76.9% to 31.1%		From 3.8% to 8.9%
<b>Hispanic Students</b>			
Level One:	increased by 19%	Level Two:	increased by 17.5%
	From 0% to 19%		From 33.7% to 51.2%
Level Three:	decreased by 37.7%	Level Four:	increased by 1.2%
	From 65.1% to 27.4%		From 1.2% to 2.4%
<b>White Students</b>			
Level One:	increased by 5.8%	Level Two:	increased by 20.2%
	From 0.8% to 6.6%		From 15% to 35.2%

Level Three: decreased by 29.1% From 78.3% to 49.2%	Level Four: increased by 3.2% From 5.8% to 9%
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<b>Results from Grade 8 2009 - 2010 ELA Data Trends for Disaggregated Groups Shows:</b>			
<b>Asian Students</b>			
Level One: increased by 7.8% From 4.2% to 12%	Level Two: increased by 7.4% From 24.6% to 32%		
Level Three: decreased by 21.3% From 67.6% to 46.3%	Level Four: increased by 6.2% From 3.5% to 9.7%		
<b>Black Students</b>			
Level One: increased by 1.5% From 2% to 3.5%	Level Two: decreased by .1% From 51% to 50.9%		
Level Three: decreased by 6.5% From 46.9% to 40.4%	Level Four: increased by 5.3% From 0% to 5.3%		
<b>Hispanic Students</b>			
Level One: increased by 8.5% From 1.3% to 9.8%	Level Two: increased by 15.8% From 49.4% to 65.2%		
Level Three: decreased by 24.4% From 49.4% to 25%	Level Four: 0% From 0% to 0%		
<b>White Students</b>			
Level One: increased by 9.6% From 0% to 9.6%	Level Two: increased by 12.1% From 36.7% to 48.8%		
Level Three: decreased by 26.4% From 62.4% to 36%	Level Four: increased by 4.7% From 0.9% to 5.6%		

<b>Results from Grade 6 2009 - 2010 Mathematics Data Trends for Disaggregated Groups Shows:</b>			
<b>Asian Students</b>			
Level One: increased by 2.6% From 0.5% to 3.1%	Level Two: increased by 5.8% From 4.2% to 10%		
Level Three: decreased by 18.9% From 43.5% to 24.6%	Level Four: increased by 10.5% From 51.8% to 62.3%		
<b>Black Students</b>			
Level One: increased by 17.3% From 6.4% to 23.7%	Level Two: increased by 7% From 29.8% to 36.8%		
Level Three: decreased by 24.3% From 53.2% to 28.9%	Level Four: decreased by .1% From 10.6% to 10.5%		
<b>Hispanic Students</b>			
Level One: increased by 4.7% From 6% to 10.7%	Level Two: increased by 17.8% From 26.2% to 44%		
Level Three: decreased by 14.3% From 47.6% to 33.3%	Level Four: decreased by 8.2% From 20.2% to 12%		
<b>White Students</b>			
Level One: increased by 5.8% From 0.8 to 6.6%	Level Two: increased by 9.4% From 7.1% to 16.5%		

Level Three: decreased by 18.1% From 52.8% to 34.7%	Level Four: increased by 2.7% From 39.4% to 42.1%
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<b>Results from Grade 7 2009 - 2010 Mathematics Data Trends for Disaggregated Groups Shows:</b>			
<b>Asian Students</b>			
Level One: increased by 1% From 0% to 1%	Level Two: increased by 13% From 1.1% to 14.1%	Level Three: decreased by 16.3% From 46.6% to 30.3%	Level Four: increased by 2.3% From 52.2% to 54.5%
<b>Black Students</b>			
Level One: increased by 6.7% From 0% to 6.7%	Level Two: increased by 25.9% From 15.4% to 40%	Level Three: decreased by 35.9% From 69.2% to 33.3%	Level Four: increased by 4.6% From 15.4% to 20%
<b>Hispanic Students</b>			
Level One: increased by 8.3% From 1.2% to 9.5%	Level Two: increased by 23.1% From 20.9% to 44%	Level Three: decreased by 40% From 69.8% to 29.8%	Level Four: decreased by 8.6% From 8.1% to 16.7%
<b>White Students</b>			
Level One: increased by .8% From 0.8% to 1.6%	Level Two: increased by 13.7% From 8.2% to 21.9%	Level Three: decreased by 24.8% From 62.3% to 37.5%	Level Four: increased by 10.4% From 28.7% to 39.1%

<b>Results from Grade 8 2009 - 2010 Mathematics Data Trends for Disaggregated Groups Shows:</b>			
<b>Asian Students</b>			
Level One: increased by .9% From 0.7% to 1.6%	Level Two: increased by 11.7% From 4.6% to 16.3%	Level Three: decreased by 17% From 52.3% to 35.3%	Level Four: decreased by 4.2% From 42.5% to 46.7%
<b>Black Students</b>			
Level One: increased by 5% From 2% to 7%	Level Two: decreased by 3.7% From 38.8% to 35.1%	Level Three: decreased by 3% From 46.9% to 43.9%	Level Four: increased by 1.8% From 12.2% to 14%
<b>Hispanic Students</b>			
Level One: increased by 2.6% From 3.8% to 6.4%	Level Two: increased by 22.3% From 21.3% to 43.6%	Level Three: increased by 24.2% From 62.5% to 38.3%	Level Four: decreased by .8% From 12.5% to 11.7%
<b>White Students</b>			
Level One: increased by 4.5% From 0% to 4.5%	Level Two: increased by 17.6% From 13.5% to 31.1%	Level Three: increased by 24.2%	Level Four: increased by 1.7%

From 64% to 40.2%

From 22.5% to 24.2%

**Results from 2009 - 2010 E.L.A Data Trends for ELL Students Shows:**

	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>
<b>Grade 6</b>	Increased by 55%	Decreased by 37.5%	Decreased by 30%	Increased by 2.5%
	From 0% to 55%	From 65% to 37.5%	From 35% to 5%	From 0% to 2.5%
<b>Grade 7</b>	Increased by 59.1%	Decreased by 48.5%	Decreased by 12.6%	Increased by 2%
	From 4.9% to 64%	From 80.5% to 32%	From 14.6% to 2%	From 0% to 2%
<b>Grade 8</b>	Increased by 52.6%	Decreased by 38.8%	Decreased by 13.8%	0%
	From 12.1% to 64.7%	From 74.1% to 35.3%	From 13.8% to 0%	From 0% to 0%

**Results from 2009 - 2010 Math Data Trends for ELL Students Shows:**

	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>
<b>Grade 6</b>	Increased by 8.2%	Increased by 15%	Decreased by 38.7%	Increased by 15.5%
	From 6.7% to 14.9%	From 23.3% to 38.3%	From 60% to 21.3%	From 10% to 25.5%
<b>Grade 7</b>	Increased by 5%	Increased by 31.6%	Decreased by 47.7%	Increased by 11.7%
	From 1.7% to 6.7%	From 16.7% to 48.3%	From 78.3% to 30%	From 3.3% to 15%
<b>Grade 8</b>	Increased by 12.5%	Increased by 28.9%	Decreased by 42.3%	Increased by 0.9%
	From 2.9% to 15.4%	From 15.7% to 44.6%	From 70% to 27.7%	From 11.4% to 12.3%

**Results from 2009 - 2010 E.L.A Data Trends for Special Education Students Shows:**

	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>
<b>Grade 6</b>	Increased by 53.3%	Decreased by 20%	Decreased by 35.4%	0%
	From 0% to 53.3%	From 51.3% to 33.3%	From 48.7% to 13.3%	From 0% to 0%
<b>Grade 7</b>	Increased by 40.9%	Increased by 21.2%	Decreased by 19.7%	0%
	From 0% to 40.9%	From 66.7% to 45.5%	From 33.3% to 13.6%	From 0% to 0%
<b>Grade 8</b>	Increased by 26.5%	Decreased by 12.8%	Decreased by 13.6%	0%
	From 4.5% to 31%	From 81.8% to 69%	From 13.6% to 0%	From 0% to 0%

**Results from 2009 - 2010 Math Data Trends for Special Education Students Shows:**

	<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>
<b>Grade 6</b>	Increased by 13.8% From 19.5% to 33.3%	Increased by 1.7% From 36.6% to 38.3%	Decreased by 18.3% From 36.6% to 18.3%	Increased by 2.7% From 7.3% to 10%
<b>Grade 7</b>	Increased by 20.4% From 2.9% to 23.3%	Increased by 7.2% From 48.6% to 55.8%	Decreased by 34.6% From 48.6% to 14%	Increased by 7% From 0% to 7%
<b>Grade 8</b>	Increased by 13% From 7% to 20%	Increased by 7.5% From 55.8% to 63.3%	Decreased by 15.9% From 32.6% to 16.7%	Decreased by 4.7% From 4.7% to 0%

Joseph B. Cavallaro continues to make progress, in all grades, towards achieving our goal of 90% of the students meeting designated State performance levels. Examination of data from NYS assessment results including item skills analysis, the annual School Report Card, nySTART reports, and CAI- Computer Assisted Instruction reports such as the Acuity, show that reading and math scores have been growing slowly and steadily. However, our goal of 90% of students meeting designated State performance levels in Reading and Math across all the accountability groups has not been met. A review of the Spring 2010 NYS standardized assessments indicated that we have made adequate yearly progress in Math and Science, but not in ELA. The Students with Disabilities, English Language Learners and Hispanics did not make AYP in ELA on the Spring 2010 NYS ELA Exam. The 2010-11 Differentiated Accountability Status of our school states that we are still a school in good standing. Preliminary results of the 2010-11 School Quality Review states that we are receiving a Proficient Score.

Comparison of the 2009 and 2010 NYS ELA Exams show that there was an increase of 11.4% from 0.8 to 12.2% of all tested students scoring on Level 1, an increase of 20.6% from 23.3% to 43.9% scoring in Level 2, a decrease of 31.9% from 69.7% to 37.8% scoring in Level 3 and a decrease of .1% from 6.2% to 6.1% scoring in Level 4. All subgroups showed an increase in Levels 1 & 2.

Comparison of the 2009 and 2010 NYS Math Exams show that there was an increase of 3.6% from 1.3 to 4.9% of all tested students scoring in Level 1, an increase of 13.5% from 11.6% to 25.1% scoring in Level 2, a decrease of 20.3% from 54.3% to 34% scoring in Level 3 and an increase of 3.3% from 32.8 to 36.1% scoring in Level 4. All subgroups showed an increase in Levels 3&4.

Comparison of the 2008-09 and 2009-2010 Progress Reports show the following:

- In the category of School Environment there was a decrease of 3.3 from 10.1 to 6.8 out of 15;
- In the category of Student Performance there was a decrease of 12.4 from 21.9 to 9.5 out of 25;

- In the category of Student Progress there was a decrease of 16.5 from 48.3 to 31.8 out of 60;
- In the category of Additional Credit there was a decrease of 2.0 from 8.3 to 6.3 out of a maximum of 15;
- The overall score decreased from 88.6 in 2008-09 to 54.4 in 2009-2010 dropping our school from an “A” to a “B” school.

### SECTION V: ANNUAL SCHOOL GOALS

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

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

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Joseph B. Cavallaro Intermediate School recognizes the need and value of using data to support decision-making and improvement to create a school structure where data is embedded in the daily schedule and uses staff expertise to continually develop analysis skills.

**Goal Number 1:**

To increase the achievement in Literacy of all students, including all subgroups especially Students with Disabilities and English Language Learners, grades 6-8 through standards-based data-driven instruction.

**Objective:**

By June 2011, there will be an incremental decrease (2%) in the number of students scoring at Levels 1 & 2 from 56.1% to 54.1% of all tested students and an increase of 3% of all tested students meeting and exceeding the standards in Levels 3 & 4 from 42.9% to 45.9% on the 2011 NYS ELA examination.

**Goal Number 2:**

To implement an instructional program aligned with NYS standards, which will improve performance in mathematical skills, concepts and problem solving for all students in grades 6-8.

**Objective:**

By June 2011, there will be an incremental decrease of 2% of all tested students scoring at Levels 1&2 from 30% to 28% and an increase of 2% of all tested students meeting and exceeding the standards in Levels 3&4 from 69% to 71% on the 2011 NYS Math examination.

**Goal Number 3:**

All students, including students in all subgroups, especially Students with Disabilities and English Language Learners, will meet or exceed state standards on Grade 8 formal assessments in Science.

**Objective:**

By June 2011, there will be an increase of 2% of students meeting or exceeding standards from 59% to 61% on the NYS Grade 8 Science examination.

**Goal Number 4:**

To implement a writing program that is aligned with the Common Core Standards in ELA which will improve writing proficiency for all students in Grade 6.

**Objective:**

60% of grade 6 students (288 out of 480 students) will demonstrate proficiency in writing as measured by school-wide genre specific based writing rubrics by June 2011.

**SECTION VI: ACTION PLAN**

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the achievement in Literacy of all students, including all subgroups especially Students with Disabilities and English Language Learners, grades 6-8 through standards-based data-driven instruction.</p> <p><b>Objective:</b> By June 2011, there will be an incremental decrease (2%) in the number of students scoring at Levels 1 &amp;2 from 56.1% to 54.1% of all tested students and an increase of 3% of all tested students meeting and exceeding the standards in Levels 3&amp;4 from 42.9% to 45.9% on the 2011 NYS ELA examination.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ For the 2010-11 school year, I.S. 281 will create a framework to make data-driven instruction a reality in the following ways:</li> <li>▪ The Inquiry Team will act as the School Improvement Planning team which will meet in September to analyze data from state assessments and highlight areas in which improvement is needed. They will create short and long term goals and drive and coordinate the use of data.</li> <li>▪ The Inquiry Team will provide a feedback system and information sharing process for all teachers, students and parents during Departmental Meetings and PTA meetings.</li> <li>▪ Curriculum Alignment- Literacy Committee Members will work with teachers to assemble their curriculum for each grade and align it with the standards showing what they will teach.</li> <li>▪ Curriculum Mapping- Literacy Committee Members will work with teachers to create maps to display the skills in the order they will be taught in each grade level. Objectives across the curriculum map will be organized skill by skill, grading quarter by grading quarter, and grade level by grade level.</li> <li>▪ Curriculum alignment and curriculum benchmarks will be explained to parents during a parent orientation evening in September.</li> <li>▪ Curriculum Benchmarking-Quarterly assessments and minimum standards of achievement are put into place for each grade level. These multiple assessments (which are correlated with curriculum alignment and curriculum maps) will allow us to collect objective data throughout the school year.</li> <li>▪ Department Captains will meet one hour per week to identify trends that exist in the data of his/her content area and grade in order to develop school-wide goals, improve instructional practices, generate individual and whole class item analysis reports which will be used to set individual goals and plan for small group instruction, encourage the development and improvement of the grade specific content area</li> </ul>

	<p>curriculum, and focus in the inquiry process while working collaboratively with the Data Specialist, Administration and Inquiry Team.</p> <ul style="list-style-type: none"> <li>▪ Teachers will develop/adopt multiple assessments for the classroom i.e.: reading inventories, checklists, running records, rubrics, portfolios, and looking at student work to evaluate student performance and instructional practices.</li> <li>▪ Students will be provided with an array of extra learning opportunities- summer school, extended-day program, Saturday Academy, after-school programs.</li> <li>▪ Professional Development will be provided to teachers on the following: Why should educators use data? What basic understandings are necessary to understand the role of data in assessment? How can teachers, principals, and schools organize to use data? How can teachers utilize ARIS, nySTART and Acuity?</li> <li>▪ Spotlight on best instructional practices within the school building will allow teachers to create a common set of expectations and mutual support.</li> <li>▪ Adding professional development reading material to the Professional Development section of the school library that focuses on using assessment data</li> <li>▪ Teaching Matters, was contracted using Title I PD funds to implement its Program Residency which includes full access to all Teaching Matters web-based programs in literacy and social studies, as well as media literacy creating moodle online classrooms.</li> <li>▪ NY Reads: As part of this grant, the school library received a sizeable (\$1200) collection of nonfiction books, as well as ten book sets of two titles to be used for student book clubs. In addition to actual books for the library collection, our school received promotional materials for a school wide reading campaign. For this promotion, all Language Arts teachers will recruit two students from each of their classes to act as Reading Ambassadors. These students will receive Reading Ambassador Passports and be asked to read at least 15 books (including one book in each of five different Dewey categories). As part of their responsibilities as Reading Ambassadors, these children will be given class time (during independent reading) once a week to discuss the books they have read. The ultimate goal is to get our students talking to each other about books they read and enjoyed.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ Utilization of Title I funds (5% PD) to provide teachers with per session for professional development on data before and after school from January-June2011.</li> <li>▪ Utilization of the Title I (10% for PD) to partially fund an assistant principal and Math Coach to provide professional development for teachers during common preps and lunch and learns.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ There will be an increase in the number of classroom visits to the library by all grades, especially Grade 8 teachers.</li> <li>▪ There will be an increase in the number of books that grade 8 students borrow from the school library.</li> <li>▪ Students will continue to meet and exceed the ELA state standard of reading 25 books or book equivalents per school year as evidenced by entries in their reading log.</li> <li>▪ Teachers will utilize diagnostic pre and post testing in preparation for instruction and assessment.</li> <li>▪ Reports from Acuity and nySTART will be utilized by teachers to assist in forming groups for small group</li> </ul>

	<p>instruction.</p> <ul style="list-style-type: none"><li>▪ ITAs and Predictive Assessments will be administered in accordance with Acuity schedules</li><li>▪ Bulletin Boards and special projects will reflect a focus on Reading .</li><li>▪ Higher achievement in scores of students taking performance based and standardized reading tests.</li><li>▪ There will be an increase in the collaboration among teachers and the literacy coach.</li><li>▪ Teachers will utilize curriculum maps to create uniformity across the grade in ELA.</li><li>▪ Teachers will continue to implement the city-wide literacy program with an emphasis on independent reading.</li><li>▪ Continuation of Reading Ambassadors Program</li></ul>
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## SECTION VI: ACTION PLAN

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

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement an instructional program that is aligned with NYS standards, which will improve performance in mathematical skills, concepts and problem solving for all students in grades 6-8.</p> <p><b>Objective:</b> By June 2011, there will be an incremental decrease of 2% of all tested students scoring at Levels 1&amp;2 from 30% to 28% and an increase of 2% of all tested students meeting and exceeding the standards in Levels 3&amp;4 from 69% to 71% on the 2011 NYS Math examination.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ In August, teachers received data binders with information regarding student performance on math standardized tests, item skills analysis, and Acuity reports</li> <li>▪ Continued implementation of eight periods of mathematics instruction weekly</li> <li>▪ Continued implementation of Impact Math and Integrated Algebra for 8<sup>th</sup> Grade Cavaliers Academy since 8<sup>th</sup> grade test consists of 44% algebra</li> <li>▪ Teachers will continue to utilize Acuity to supplement their teaching and evaluate students' performance on the ITA's, Predictive and teacher created math assessments</li> <li>▪ Common Prep weekly meetings with Grades 6-8 Math teachers and Department Captains to analyze common mistakes on past tests, prepare lessons for processing words and vocabulary</li> <li>▪ Continued utilization of BrainPop.com for mini lesson topics or as a summary activity</li> <li>▪ Utilization of nySTART and Acuity along with other methods of assessment and evaluation of students' performance to focus instruction on individual strengths and evaluate weaknesses</li> <li>▪ Professional Development before/after school given by the data specialist for teachers to work on data analysis and interpretation, curriculum development</li> <li>▪ Ongoing Professional Development provided by coaches on the following: Assessing Student Work, Standards Alignment and Math Portfolios, Differentiating the Curriculum within the Classroom, Geometer Sketchpad Computer Program, Tabula Digita, Protocols and Rubrics for Looking at Student Work, Curriculum Maps Across the Grades, Curriculum Benchmarks Across the Grades, Higher Order Thinking Skills in Math</li> <li>▪ Utilization of the Problem of the Day, created by the Department Captains for our Extended Day students</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Department Captains in Math will meet one hour per week to identify trends that exist in the math data of each grade in order to develop school-wide goals, improve instructional practices, generate individual and whole class item analysis reports which will be used to set individual goals and plan for small group instruction, encourage the development and improvement of the grade specific math curriculum, and focus in the inquiry process while working collaboratively with the Data Specialist, Administration and Inquiry Team.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ Utilization of Tax Levy &amp; SWP funds</li> <li>▪ Utilization of Title I funds</li> <li>▪ Utilization of Per Session funds for Department Captains</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Higher achievement in scores of students taking performance based and standardized math exams.</li> <li>▪ Fewer students required to attend Summer School and/or Extended Day programs;</li> <li>▪ Fewer students scoring in Performance Level 1 and 2 on standardized math exams;</li> <li>▪ Increased collaboration between teachers and the grade department captains</li> <li>▪ Increased participation of staff members attending lunch and learn workshops given by data specialist and department captains as evidence by attendance logs</li> </ul>

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All students, including students in all subgroups, especially Students with Disabilities and English Language Learners, will meet or exceed state standards on Grade 8 formal assessments in Science.</p> <p>By June 2011, there will be an increase of 2% of students meeting or exceeding standards from 59% to 61% on the NYS Grade 8 Science examination.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Each class in grades 6-8 is scheduled for a weekly lab period to support classroom content instruction.</li> <li>• Science tutoring is offered during Extended Day for non-mandated students.</li> <li>• A science talent was added to our talent pool to give students an opportunity to complete science investigations in addition to those already conducted in the classroom. We will continue to offer a NASA and Ecology Talent in Science.</li> <li>• All science teachers received professional development on teaching reading in the content area in order to facilitate science literacy in the classroom.</li> <li>• Department Captains in science will meet one hour per week to identify trends that exist in the science data in each grade in order to develop school-wide goals, improve instructional practices, generate individual and whole class item analysis reports which will be used to set individual goals and plan for small group instruction, encourage the development and improvement of the grade specific science area curriculum, and focus in the inquiry process while working collaboratively with the Data Specialist, Administration and Inquiry Team.</li> <li>• Departmental Meetings in science address the following: curriculum benchmarks in science, standards based instruction, creating assessments aligned with the NYS science examination, science fair, differentiated instruction especially for our ELLs and SPEDs, the art of questioning, and data driven instruction</li> <li>• An annual school wide science fair is held to promote scientific thinking, and foster skills in inquiry and problem solving</li> <li>• Continued integration of technology with science utilizing virtual labs, BrainPop,</li> <li>• Continuation of 21<sup>st</sup> Century Saturday Academy Program which focuses on science remediation and enrichment.</li> </ul>

	<ul style="list-style-type: none"> <li>Continuation of a weekday Title III Program which teaches literacy through the content area of science for ELLs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Utilization of Tax Levy and Title 1 Funds  Utilization of PTA Councilman Grants (\$4200) to fund the Ecology Science Talent  Utilization of 21<sup>st</sup> Century Per Session Funds  Utilization of Title III Per Session Funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Higher achievement in scores of students taking performance based and standardized science exams.  Fewer students required to attend Summer School for Science  Fewer students scoring below the standards on the NYS Grade 8 Science Exam  Attendance Logs for 21<sup>st</sup> Century Saturday Program  Attendance Logs for Title III Weekday Program</p>

**SECTION VI: ACTION PLAN**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement a writing program that is aligned with the Common Core Standards in ELA which will improve writing proficiency for all students in Grade 6. <b>Objective:</b> 60% of grade 6 students (288 out of 480 students) will demonstrate proficiency in writing as measured by a schoolwide genre specific based writing rubrics by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Continue to develop curriculum maps and enriched ELA curriculum pacing guides to meet differentiated instruction</li> <li>• Double periods Writer’s Workshop blocks</li> <li>• Provide ongoing staff development through Professional Development Consultant from Teaching Matters</li> <li>• Foster common planning/collaboration time for modification of writing units</li> <li>• Analyze student portfolios during monthly departmental meetings in order to discuss best practices in writing, as well as, review student/teacher goals</li> <li>• Review student goals to determine best instructional strategies on a consistent basis for all students including ELLs and SWD/s</li> <li>• Continue to seamlessly integrate technology into all content areas classrooms</li> <li>• Analyze and track student writing and instruction of targeted students by Inquiry Team</li> <li>• Continue to use Moodle classrooms and provide information to parents to access classrooms and view students’ work and progress</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will</p>	<ul style="list-style-type: none"> <li>• Title I 10% PD Monies for Educational Consultant (Teaching Matters)</li> <li>• Inquiry Team Funding</li> <li>• FSF to fund teaching positions, FSF to fund Per Session for curriculum writing</li> <li>• C4E and Title I SWP monies will be used to fund smaller classes for our ELLs, AIS for SWD’s and students at risk</li> </ul>

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Snapshots</li> <li>• Writing portfolios with 2-4 pieces of writing specific to grade by the end of June 2011</li> <li>• Teacher Conferencing notes reflecting student goals and progress</li> <li>• Bulletin Boards demonstrating student work meeting or exceeding standards</li> <li>• Inquiry Team minutes and agendas</li> <li>• Baseline Assessments scored by rubric and End of Year assessments that measure progress conducted by PD Consultant from Teaching Matters</li> <li>• Best Practice lesson plan samples of writing</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	190	30			2		1	
7	255	27			1		4	
8	215	24			4		2	
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>▪ <b>Extended Day</b> is conducted in a small classroom setting with instruction, performed after school on Tuesdays through Thursdays for fifty minutes. It is aligned with state and city standards to provide all students, especially those who do not meet performance standards, with extra assistance with materials taught or areas in need of improvement.</li> <li>▪ <b>Summer Success Academy Program</b> sponsored by the DOE serves students in small classroom settings who are at risk of failure, as identified through current promotional criteria standards.</li> <li>▪ <b>ELA Academy and ELL Academy</b> are Saturday programs conducted in small group settings where students who have not met the standards as determined by performance on state tests, are receive targeted instruction. Instruction is individualized to allow teachers to model reading/writing strategies and provide 1:1 attention in the decoding and comprehension strategies needed to perform or exceed state and city standards. ELL Students who have met the standards, but require enrichment activities in reading and writing to move them to the advanced and proficient levels are also serviced.</li> <li>▪ <b>21<sup>st</sup> Century Academic Enrichment Saturday Program</b> provides learning through technology in ELA, Math, and Science for three hours every Saturday for seventeen sessions.</li> <li>• <b>Wilson Reading Program</b> is designed for students who struggle with decoding and spelling. Instruction is multi-sensory, systematic (sequential and cumulative), direct and diagnostic where the teaching plan is based on continuous assessment of students’ needs. It addresses the areas of phonemic segmentation, alphabetic principle-sound/symbol relationships, decoding, encoding, advanced word analysis, vocabulary development, sight word recognition, fluency and comprehension with visualization and meta-cognition.</li> <li>• <b>AMPS Reading System</b> is a scientifically research based reading program for striving middle school readers who are reading at a third-to-fifth grade level. It teachers one reading comprehension strategy at a time, beginning with those that have shown to result in the fastest student gains. It also builds valuable academic vocabulary students need to read successfully across the academic content areas, providing students multiple opportunities to master meaning. It increases fluency through guided oral reading using teacher modeling, direction instruction, research insights, and practice. It is implemented during school hours for one period three times a week.</li> <li>▪ <b>Knowledge Wand: Uptown Education</b> is a program that provides students with an effective learning environment that is both fun and engaging. The software allows educators to monitor student work</li> </ul>

	<p>and progress throughout the year. Allows teachers to select test formats and choose questions from a database. Students have the opportunity to play educational games that increase achievement and comprehension.</p> <ul style="list-style-type: none"> <li>▪ <b>Reading Plus – Structured Silent Reading</b> is designed to meet the individualized needs of students at all reading proficiency levels. Internal and External individualized goals are set and monitored throughout the course. It ensures the development of silent reading skills and targets students' areas in need of improvement to make adequate academic progress.</li> <li>▪ <b>Urban Arts Partnership</b> is a program that meets the intellectual, social, and artistic needs of students in an effort to close the achievement gap. It is provided by a facilitator that encourages students to build confidence, leadership, and team-building skills through dramatic activity. It allows students to examine self-regulatory techniques within a functional structure and create trusting relationships between students while increasing academic performance.</li> </ul>
<p><b>Mathematics:</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Extended Day</b> conducted in small classroom settings, Tuesdays through Thursdays for 50 minutes. It provides instruction that is aligned with NYC and NYS standards which will improve student performance in mathematical skills, concepts and problem-solving for students in Grades 6-8, especially those identified by classroom teachers requiring remediation.</li> <li>▪ <b>NYS Math Preparatory Program</b> is a month-long prep program provided during school hours to all students in Grades 6, 7, and 8 with prep materials combined with instruction that is data-driven. The schedule provides month long in-class and at-home practice sessions for our 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders. Using classroom textbooks and specified test materials, lessons are prepared that combine mandated curriculum with specific test prep techniques to ensure maximum performance on the statewide reading test. A pre-program practice assessment helps to diagnose strengths and weaknesses that provide the basis for lesson planning. A medial and final practice test tracks improvements, reinforces test sophistication and provides information needed to fine-tune lessons.</li> <li>▪ <b>21<sup>st</sup> Century Academic Enrichment Program</b> provides learning through technology in ELA, Math, and Science for three hours every Saturday for seventeen sessions.</li> <li>▪ <b>AIS Program</b> is conducted in a reduced class which meets three times a week for one period (45 minutes). It provides remediation around problem solving examples that relate to content and process strands presented with a multitude of strategies to students who scored a Level 2 on the NYS Math exam.</li> <li>▪ <b>Knowledge Wand: Uptown Education</b> is a program that provides students with an effective learning environment that is both fun and engaging. The software allows educators to monitor student work and progress throughout the year. Allows teachers to select test formats and choose questions from a database. Students have the opportunity to play educational games that increase achievement and comprehension.</li> </ul>

<p><b>Science:</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Extended Day</b> provides small group instruction, Tuesdays through Thursdays, for fifty minutes. It allows for an increase in student achievement through a standards-based, data-driven, inquiry/project based model of instruction. Students are targeted by “their subject area teacher” as not meeting standards in Intermediate Science. Enrichment activities are also provided for those students in Grade 8 who will take the Intermediate Level NYS Science Test and Regents in June.</li> <li>▪ <b>Knowledge Wand: Uptown Education</b> is a program that provides students with an effective learning environment that is both fun and engaging. The software allows educators to monitor student work and progress throughout the year. Allows teachers to select test formats and choose questions from a database. Students have the opportunity to play educational games that increase achievement and comprehension.</li> </ul>
<p><b>Social Studies:</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Extended Day</b> provides small group instruction, Tuesdays through Thursdays, for fifty minutes. It is an effective program of standards-based Social Studies and History instruction that incorporates literacy skills. It especially targets those students identified by their subject area teachers as not meeting state standards in Social Studies as evidenced by report cards grades and in-class assessments.</li> <li>▪ <b>Knowledge Wand: Uptown Education</b> is a program that provides students with an effective learning environment that is both fun and engaging. The software allows educators to monitor student work and progress throughout the year. Allows teachers to select test formats and choose questions from a database. Students have the opportunity to play educational games that increase achievement and comprehension.</li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<ul style="list-style-type: none"> <li>▪ <b>C.A.S.E. (Cavallaro’s Alternative to Suspension and Enrichment) Program:</b> This program was developed to address the needs of students in the area of behavior modification. Traditional Principal’s suspensions often proved to be ineffective in that they did not offer guidance opportunities, ongoing academics, and that many parents were not able to supervise their children while on suspense. While in our CASE Program, students are provided with specific guidance and mediation opportunities. They also keep up with all subject area assignments, which are provided by the regular subject teachers. The room is supervised by teachers on I.S. 281’s regular staff. Students return to class after completing their specific assignments, when they exhibit appropriate behavior, punctuality, and academic proficiency. Parents and subject teachers are notified when students are ready to return to the mainstream class.</li> </ul>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<ul style="list-style-type: none"> <li>▪ Students receiving guidance and clinical counseling are identified in the following ways: IEPs, Pupil Personnel Committee meetings, Daily Cabinet Meetings with the principal and assistant principals, School Safety Committee, and parent and teacher conferences. Students who are identified with certain behaviors that interfere with their performance (attendance, social, or family problems) receive guidance services.</li> <li>▪ C.A.S.E. Program</li> </ul>

<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>▪ Students identified at risk by administration, classroom teachers and/or parents/guardians receive counseling by a social worker during school hours in small group or individual sessions.</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>▪ Students identified at risk by administration, classroom teacher and/or parents/guardians receive monitoring on a case by case basis by our school nurse. For example: diabetics would receive blood sugar monitoring as prescribed by the health care professional.</li> </ul>

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

*NCLB/SED requirement for all schools*

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

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**SCHOOL (DBN):** \_21K281 TITLE III APPROVED

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** \_6-8\_ **Number of Students to be Served:** \_60\_ **LEP:** \_60

**Non-LEP:** \_0\_

**Number of Teachers** 5 **Other Staff (Specify)** 1 supervisor\_

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

**Title III, Part A LEP Program**

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

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Title III funds are being used to run two separate programs aimed at assisting LEP students attain English proficiency and meeting State Academic achievement standards.

The ESL Saturday Preparatory Academy at I.S. 281 will run eighteen-four hour Saturday sessions beginning January 9<sup>th</sup>, 2010 and ending June 19, 2010 servicing 30 ESL students. An ESL certified teacher will co-teach with a New York State certified content area teacher (mathematics) using ESL methodologies and instructional strategies. Since there are no other Saturday programs, a supervisor will also be available to provide support. The program targets ELLs who scored in Performance Level 1 on the NYS ELA and Math Exams. Teachers will provide small group instruction to ESL students on improving reading comprehension skills, writing skills and mathematics skills. The students will practice and apply reading strategies-with a specific focus on comprehension skills and strategies, vocabulary instruction designed for specific application to content area reading, building academic language, writing, fluency and decoding phonics. To this aim, a variety of materials, as listed in the budget summary, will be used to assist the students in language acquisition, and the development of reading comprehension strategies and writing and mathematical skills.

A comprehensive review and analysis of student achievement from the 2009 NYSESLAT and the 2009 NYS ELA and Math Examinations provided a targeted population to be addressed. We hope to target students who scored in Performance Level 1 on the NYS ELA and Math Exams. The Reading and Writing Performance in Grade 6 on the NYSESLAT showed an increase of 11% in the intermediate level but no change in the advanced level. Reading and Writing Performance in Grade 7 on the NYSESLAT showed an increase in the beginning level and a slight decrease in the intermediate level. Materials in the budget narrative will be used in small group settings for students who have not met the standards determined by their performance levels on the state exams and those who scored at the beginner level and intermediate level on the reading and writing portion of the NYSESLAT. Instruction will be provided in English and be individualized to allow teachers to model reading/writing/math strategies and provide 1:1 attention in the decoding and comprehension strategies needed to meet state standards. We hope to service this population with the hopes of moving those students who take the NYS exams one proficiency level and those who are taking the NYSESLAT to move from beginner to intermediates and intermediates to advanced on the reading and writing portion of the exam.

The Weekday ESL Preparatory Academy will run thirty-two, one hour and half midweek after-school sessions from January 11, 2010 to June 11, 2010 on Tuesdays and Fridays servicing an additional 30 students. An ESL certified teacher will co-teach with 2 NY State certified content area teachers (social studies, science) to provide students with opportunities to practice and apply reading strategies-with a specific focus on comprehension skills and strategies, vocabulary instruction designed for specific application to content area reading, building academic language, writing, fluency and decoding phonics. The ESL teacher will co-teach with the Science teacher on Tuesday and will co-teach with the Social Studies teacher on Fridays. A supervisor will be on hand to provide support for this program. Materials under the budget narrative will be utilized to assist in comprehension of social studies content. The ESL teacher will help content teachers develop students: word knowledge, basic reading skills, comprehension of classroom texts, discussion skills, grammatical knowledge, spelling and writing skills. Extensive vocabulary development, idioms, sentence structure will also be addressed in both programs.

All programs will be instructed in English and open to ELL students in grades 6-8.

Instructional materials are for both programs and will be used as follows:

- The Heinle Picture Dictionary for Children will be used to present vocabulary within thematic readings and offers opportunities for multi-level practice of every word introduced to help develop English language skills (basics, me, at home, in the neighborhood, at school, food, having fun and the world). Words are taught contextually through colorful illustrations and photographs, readings, and activities in the eight thematic units. Students encounter words in context through “Rhyme Time” and “Fun Facts’ readings.
- The Beginning and Intermediate Workbooks will be used to provide extra practice and support for the multi-level classroom in vocabulary and language development. It will also help students solidify new vocabulary and develop phonemic and graphemic awareness.
- Milestones Program provides students with a balance blend of literature and content reading. It features vocabulary instruction, practice and assessment, reading strategies, grammar and writing, listening and speaking and phonics and intervention strategies, through the Heinle Phonics and Intervention Kit.
- Exploring History Social Studies Kits are aligned with the New York State Social Studies Curricula. Students analyze photographs and examine the primary sources as they prepare for New York State Social Studies testing. Each of the kits gives students a “you are there” perspective providing in depth explorations of specific areas in the social studies curriculum. The simulations and activities make history meaningful and memorable for students.

Students are grouped at the beginning and intermediate level to address their needs and instruction is differentiated. Topics of instruction include: listening and speaking, word analysis, fluency and vocabulary development, reading comprehension, literary response and analysis, and English language conventions.

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

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Professional Development activities are not funded using Title III funds, with the exception of the DVD Applying Differentiation Strategies with Teacher Demonstration, listed in the budget.

Professional Development is at no cost to Title III. The Professional Development component emphasizes making content comprehensible for ESL students. It comprises strategies for classroom organization, building background knowledge and application, alternative assessments, and delivery of instruction. Our goal is to improve student performance by building capacity of all teachers to design and implement a comprehensible, coherent and effective instructional program for ESL students. The professional development is supplemental and will be facilitated by the ESL certified teachers along with an assistant principal after-school for one hour for five sessions commencing on January 7<sup>th</sup>, 2010 and ending January 29<sup>th</sup>, 2010 for the teachers participating in the Title III programs. It will include the following:

- Implementing workshop model into ESL instruction
- Incorporating ESL strategies and techniques into content areas (QTEL and QTEL Math)
- Assessments and monitoring for ESL students
- Using the ELL Interim Assessments to drive instruction

- Vocabulary Strategies for Building Content Area Language

## ADDENDUM TO TITLE III PLAN (FOR 2010-2011 SCHOOL YEAR)

The following minor revisions will be taking place:

- **Omission of F-Status Teacher-** An additional ESL Teacher was hired full time for the 2010-2011 School year thus an F- status ESL teacher was not required.
- **No Weekday After- School Preparatory Academy for Students-** Parents opted for a Saturday Preparatory Academy instead of a weekday one.
- **Resources Ordered for use in Saturday Program different from the ones used in the 2009-2010 School Year.** This year, we purchased material that was more rigorous and specifically targeted for our beginner ESL population (Rigor by Margarita Calderon).

### Form TIII – A (1)(b)

School: Joseph B. Cavallaro I.S. 281\_\_ BEDS Code: 332100010281

### Title III LEP Program School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$20,523	<b>Saturday Program:</b> 144 hours of per session for ESL and Math teacher to support ELL Students: 144 hours x \$49.89 (current teacher per session rate with fringe) = \$7184.16 72 hours of per session for Supervisor to support teachers and ELL students; 72 hours x \$52.21(current supervisor per session rate with fringe) =\$3759.12

		<b>Weekday Program</b> 192 hours of per session for 1 ESL and 1 Social Studies and 1 Science teachers to support ELL students: 192 hours x\$49.89 (current teacher per session rate with fringe) = \$9578.88
<b>Purchased services:</b>	0	(Professional development is at no cost to Title III)
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$9,037	<b>40 Milestones Intro Student Text books @ 66.00</b> <b>40 Milestones Intro Workbooks @ 16.50</b> <b>1 Heinle Phonics Intervention Kit @ 247.50</b> <b>2 Exploring History Primary Sources: Ancient Cultures @ 141.90</b> <b>2 Exploring History- Ancient Rome @ 324.50</b> <b>2 Exploring History- Ancient Greece @ 324.50</b> <b>2 Exploring History- Ancient Egypt 2<sup>nd</sup> Edit. @ 324.50</b> <b>2 Applying Differentiation Strategies with Teacher Demonstration DVD Secondary Schools @ 99.99- outlines basics of differentiation, summary of strategies, classroom management strategies, flexible groupings, vocabulary development</b>  <b>3 Heinle Picture Dictionary Pkg @ 348.15</b> <b>35 The Beginning Wkbk to Picture Dictionary @ 10.80</b> <b>35 The Intermediate Wkbk to Picture Dictionary @ 11.55</b> <b>46 Footprint Reading Library Collection (content based reading series) Level 1 @ 46.20</b>  Supplies: 30 marble composition notebooks, 30 pens - \$51.74
<b>Educational Software (Object Code 199)</b>	0	<b>0</b>
<b>Travel</b>	0	
<b>Other</b>		
<b>TOTAL</b>	\$29,560	

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

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

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

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

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

At I.S. 281, many of our translation services are provided by our staff or by adult interpreter provided by parents. Much of our staff is bilingual in such languages as Spanish, Urdu, Russian, and Chinese. We have identified these languages as our most widely spoken languages. In addition, members of our staff also speak Italian, Hebrew, French, Hungarian, Hindi, Punjabi, Arabic and Polish. We also utilize the Department of Education website to access important letters in multiple languages so that parents are aware of their choices. We feel that most of our in house translation and interpretation needs are being met by our staff and other members of our community. In the 2008-09 school year, we hope to purchase with Title I Translation Services funds, translation devices and translation pens that can be used in school for ELL parents to communicate with the school staff.

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.

Based on each child's home language survey, we ascertain the dominant language of the parent. Thus, we attempt to provide written communication in the parent's dominant language, as well as utilizing in-school translation services.

#### **Part B: Strategies and Activities**

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

We will continue to provide in-house translation services for our parents in need of language assistance. We will also utilize family members if additional translation services are needed. The Department of Education and Region 7 website will also be employed. The NYCDOE Translation and Interpretation Unit will also be used as needed.

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.

To enhance an effective communication between ELL parents and the school community, staff members will serve as translators for parent teacher conference nights and PTA meetings. An attempt is also made to communicate written notices in the student's native language. We intend on purchasing with Title I Translation Services Fund, devices that parents can use to communicate with school staff.

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>.

We evaluate each child's home language survey for evidence of need. When there is a need for parental notification, we provide translation and interpretation services either with a translator or utilizing the DOE's translation 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	982,732	485,036	1,467,768
2. Enter the anticipated 1% set-aside for Parent Involvement:	9827	4850	14,677
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	49,135	*	
4. Enter the anticipated 10% set-aside for Professional Development:	98,273	*	

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

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

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

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

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

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

### **I. General Expectations**

Joseph B. Cavallaro I.S. 281 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Joseph B. Cavallaro I.S. 281 will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
2. Joseph B. Cavallaro I.S. 281 will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
3. Joseph B. Cavallaro I.S. 281 will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
4. Joseph B. Cavallaro I.S. 281 will coordinate and integrate Title I parental involvement strategies upon surveying the school community's needs, in conjunction with, the Parent Coordinator, PTA Officers, and School Leadership Team.
5. Joseph B. Cavallaro I.S. 281 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (The Parent Coordinator, in conjunction with the PTA officers, will issue monthly flyers informing parents of upcoming school opportunities to be announced on the PTA website as well as the school newspaper, The New Image. The School Leadership Team will also evaluate the parent involvement policy and come to consensus on the activities they will organize.)
6. Joseph B. Cavallaro I.S. 281 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement ( Technology Workshops, Adult English classes, Introduction to Math A, Math Night Fair, Literacy Night, Publishing Parties, Awards Night for all grades, Library Card Night, Ezra Jack Keets Bookmaking, Science Fair Night, Spoken Word Event, Reading Ambassadors Program, Poetry Celebrations)
  - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (Parent Coordinator will survey parents on

volunteering by matching the experience and talent of parents to the needs of the school, Cavallaro Cares Monthly Community Service Projects)

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (Parent newsletters, PTA website and school newspaper column devoted to Parents)

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes from SLT meetings and the PTA meetings. This policy was adopted by the Joseph B. Cavallaro I.S. 281 on 06/01/2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before June 15, 2011.

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

Joseph B. Cavallaro I.S. 281, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-11.

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

#### School Responsibilities

Joseph B. Cavallaro I.S. 281 will:

1. 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: [Early Bird Intervention Services, Enrichment Classes, Reduced class registers in Math and ELA, Extended Day for mandated and non-mandated students, Saturday Academy, 21<sup>st</sup> Century Academics Saturday Program, SES Saturday Program].
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: [Parent Teacher Conferences will be held twice a year- once in November and then in February.]
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: [Academic Alert forms are distributed to parents four times each year, reports cards are distributed four times a year, homework planners are utilized to communicate with parents in regards to their children’s progress.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [ The Parent Coordinator will serve as a liaison for the parents and teachers)

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [The Parent Coordinator will survey parents and encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. 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.
9. 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.
10. 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.
11. 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.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least Math, language Arts and Reading.
13. 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.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed by signing their child's homework planner.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Attending after-school performances and award assemblies

- Responding to all notices
- Joining the PTA.

**Optional Additional Provisions**

Student Responsibilities (revise as appropriate to grade level)

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

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

- Record all assignments in their Student/Parent Homework Planner.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Attend school every day and arrive on time daily. If a student is absent or late, the parent must provide a note explaining the absence/lateness.
- Bring to school only those materials the school deems necessary for learning.
- Wear clothing that conforms to our dress code.
- Maintain their self respect and will exhibit respectful behavior toward all staff members and fellow students.
- Respect the property of others and all school property.
- Use acceptable language at all times.
- Adhere to all safety regulations.
- Not leave the building without permission and will not bring or allow intruders into the building
- Not bring walkmans, electronic games, beepers, cards, cell phones or anything not related to school work into the building.]

**SIGNATURES:**

Joseph B. Cavallaro I.S. 281 \_\_\_\_\_ CHRISTINA COSARES \_\_\_\_\_  
 SCHOOL PARENT(S) STUDENT

\_\_\_\_\_  
 DATE DATE DATE

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

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

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

Attainment of standards rests on a foundation of assessment of weaknesses and the building of strengths. The SWP has allowed Joseph B. Cavallaro the ability to develop educational excellence for ALL students. We designed a school program that for every three math classes four teachers would be assigned, reducing class registers from 30 students to 21 students. This was also done in the Language Arts classes.

A reduction of class size has been beneficial to not only the students but also to the teachers. It has allowed for an increase of attention given to students and the ability to improve early identification of reading and math problems. The focus has been on prevention rather than remediation. Smaller classes have fostered greater interaction among students, helping them understand one another and increasing the desire to assist one another. There has been improved classroom management resulting in noticeable declines in the number of disciplinary referrals. Students have been provided with frequent, substantive feedback to their works with increased student-teacher contact. It has facilitated the implementation of the workshop model and allowed for the components of balanced literacy to be instituted. In short, more learning activities have been taking place because it has allowed for more individualized and small group instruction to take place for a significant block of time on a regular basis. Creating reduced class register has further allowed us to individualize instruction and support the special needs of not only struggling learners but the needs of those who are performing satisfactorily resulting in additional support in the classroom.

### 3. Instruction by highly qualified staff.

- Staff members at I.S. 281 work diligently to achieve higher education, post graduate credits to enhance their instruction abilities.
- Staff member participate in “on-going” professional development workshops during and after-school hours (i.e.: Teaching Matters, Pearls, iTeach,iLearn)
- Staff members participate in Literacy and Math Workshops given by coaches in school during lunch and learns,
- Staff members are members of organizations such as the National Council of Reading Teachers, and the International Reading Council;
- Staff members conduct parent workshops on family literacy and math, ESL preparation, family outreach, etc.
- Coaches concentrate on Best Practices and delivery of new scientifically based teaching strategies
- Coaches regularly meeting with staff members to ensure that the ELA and Mathematics curricula are fully aligned to state standards
- Supervisors work with teachers to highlight their strengths, remediate their areas of weakness and ensure that materials are adequate to meet the needs of all learners (i.e: ELLs, SWDs);
- Peer collaboration occurs at I.S. 281 where teachers are able to develop a professional community to improve student learning

### 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.

- Professional development for all staff, as well as activities to help teachers become highly qualified will be provided.
- Flexibility in funding will allow reimbursements for staff members to attend workshop series, attend conferences from national organizations, create study groups after school hours, and subscribe to journal publications and professional development books.

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

- a. Expanding our working relationship with Brooklyn College to bring student teachers to I.S. 281 with the hopes of hiring highly skilled and qualified teachers
- b. Working closely with our HR partner at the CFN #8 headquarters
- c. Utilization of highly qualified substitute teachers with the hopes of hiring them in the future

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

- Parent Coordinator will conduct parent workshops on ELA standards, balanced literacy, etc.
- ESL teachers will provide workshops for parents on English skills during Saturday ELL program (see page\_\_\_)
- As part of the 21<sup>st</sup> Century grant, workshops for parents will be offered on Saturdays during the 21<sup>st</sup> Century Academic Saturday Program
- Literacy Coach will be available to parents who require assistance with the ELA curriculum.
- A Parent Outreach Committee will be formed to increase parental involvement
- Agenda items on SLT Meetings will be devoted to increasing parental involvement

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.
  - Literacy and Math Coaches will provide assistance with access to Acuity and nyStart assessment results so that teachers may group students according to their needs for small group instruction.
  - Data Specialist will conduct lunch and learns workshops on ARIS and data analysis and interpretation
  - Inquiry Team members will discuss with Department Captains results of various assessments to promote data driven approach to instruction on an ongoing basis
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - In August, teachers were provided with a data binder which included initial data on their students from nySTART and Acuity
  - In September, students are given diagnostic tests in English Language Arts and Mathematics by classroom teachers.
  - Teachers utilize data from Acuity to set up groups for small group instruction
  - During the first quarter, students who are having difficulty mastering the proficient or advanced levels are referred to the assistant principal and encouraged to attend Extended Day and Saturday Academy
  - Students are provided with AIS services tailored to their individual needs.
  - Every eight weeks students are assessed again.
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.
  - Title 1, PCEN, State Standards will be consolidated to hire highly qualified teachers to teach in reduced register classes in the areas of Language Arts and Mathematics. The reduced register classes will be designed to be flexible in nature to better meet the needs of the individual student.
  - The addition of a fourth Assistant principal has allowed that person to focus solely on budgeting, programming, testing and AIS.
  - The addition of another guidance counselor has allowed more students to receive counseling for student academic achievement

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

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

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the

IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

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

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

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

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

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

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

There are five students in temporary housing who are currently attending I.S. 281.

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

The school offers students in temporary housing support with school funds. The school can provide basic school supplies, uniforms, books and class trip money. Students are also invited to attend any academic programs or educational support services that the school offers during Extended Day and After-School. These students are also provided with free breakfast and lunch and free transportation.

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

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

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 281 Joseph B Cavallaro					
<b>District:</b>	21	<b>DBN:</b>	21K281	<b>School</b>		332100010281

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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		92.9	94.5	93.3
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.3	94.8	94.2
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	453	380	387	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	457	471	409		67.6	80.9	84.9
Grade 8	402	473	492				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	59	60
Grade 12	0	0	0				
Ungraded	1	1	2	<b>Recent Immigrants - Total Number:</b>			
Total	1313	1325	1290	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					54	61	40

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	62	69	80	Principal Suspensions	245	170	63
# in Collaborative Team Teaching (CTT) Classes	28	28	31	Superintendent Suspensions	24	23	18
Number all others	63	76	88				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	157	141	TBD
# ELLs with IEPs	16	42	TBD
Number of Teachers	97	94	94
Number of Administrators and Other Professionals	20	21	13
Number of Educational Paraprofessionals	1	0	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	2	19	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	79.4	80.9	93.6
				% more than 5 years teaching anywhere	55.7	60.6	73.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	88.0	94.7
American Indian or Alaska Native	0.0	0.1	0.0	% core classes taught by "highly qualified" teachers	91.2	94.9	93.9
Black or African American	11.6	10.3	9.1				
Hispanic or Latino	20.4	20.3	21.1				
Asian or Native Hawaiian/Other Pacific	39.2	38.7	39.5				
White	28.7	30.6	30.2				
<b>Male</b>	51.3	51.7	50.3				
<b>Female</b>	48.7	48.3	49.7				

#### 2009-10 TITLE I STATUS

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

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	54.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.3						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>1, CFN #107,Nancy Scala, N. L.</b>	District <b>21</b>	School Number <b>281</b>	School Name <b>Joseph B. Cavallaro</b>
Principal <b>Stephen Rosenblum</b>		Assistant Principal <b>Kevin Adelson</b>	
Coach <b>NA</b>		Coach <b>NA</b>	
Teacher/Subject Area <b>Helen Yip/ESL Coordinator/Tchr</b>		Guidance Counselor <b>Barbara Schussler</b>	
Teacher/Subject Area <b>Valerie Hurd/ESL/ELA Tchr</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Randi Posner Marino/ESL Tchr</b>		Parent Coordinator <b>Katherine Fariello</b>	
Related Service Provider <b>Daneen Weingarten/Spec. Ed. Tr</b>		Other <b>Olga Nesi/ Librarian,</b>	
Network Leader		Other <b>Maria Delfini/A.P.O.</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>1289</b>	Total Number of ELLs	<b>205</b>	ELLs as Share of Total Student Population (%)	<b>15.90%</b>
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## Part II: ELL Identification Process

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

At IS 281, when parents first enroll their child in our school, the pupil personnel secretary informs the ESL coordinator, Ms. Yip, an ESL certified teacher, to provide the following assessment: HLIS, along with an informal interview of the student in the native language. Ms. Yip, our certified ESL teacher, speaks Chinese. Ms. Bologna, our Family Assistant, speaks Spanish. Ms. Spivakova, a certified Math Teacher, speaks Russian. Ms. Mohassib, a certified Common Branch teacher, speaks Arabic, and Mr. Akram, a certified Math Teacher, speaks Urdu. The Language Interpretation Unit is used for all other languages. Within ten days, the ESL coordinator collects all of the HLIS and determines if a language other than English is spoken in the home. The original HLIS is placed in the student's cumulative record folder and a copy is placed in a folder by the ESL Coordinator who stores it in her file cabinet in room 339. It is also part of the ESL coordinator's responsibility to show the incoming parent a DVD informing them of the program options which include Freestanding ESL, Transitional Bilingual and Dual Language. Parents are asked to choose an option and rank them in order of preference. If the parent's home language is not available on the DVD, then the ESL Coordinator, Ms. Yip, will contact the Language Interpretation Unit of the DOE or have identified staff members available to translate and clarify any questions the parent may have. If a parent is unable to attend a parent orientation meeting, a phone conference is held using the parent's native language to discuss their options. In addition, the parent is also directed to the Office of English Language Learner's website to view the DVD online. If students are already identified as ESL, then we use their NYSESLAT levels, NYS ELA and NYS Math test scores, along with data from ARIS to place the students accordingly into an identified ESL class. We determine the students' strengths and weaknesses from an item skills analysis report and from the components of the NYSESLAT in order to set goals for these students. Parents are advised that if they do not return the parent choice letter, the default choice is a Transitional Bilingual Program, as per CR Part 154. Those parents that have chosen bilingual or dual language are informed that Cavallaro currently does not have a bilingual or dual language program, however students will be placed on a waiting list until fifteen students across two consecutive grades allow us to open up a new section. If the parent's first option is not a Freestanding ESL Program, we offer them the option of transferring to a school with their chosen program. Upon reviewing parent surveys and program selection forms for the past three years, it has been the trend at I.S. 281 to choose the Freestanding ESL Program. Currently, there are not enough parents requesting a bilingual or dual language program to warrant this school to create a new program. If a parent wants to make a program change, they must meet with an administrator and the ESL Coordinator, Ms. Yip to discuss the implications of the change and options. A translator is provided for the parent, if needed, and administrators provide data to help make the best academic decision for the student.

The parent choice letters are kept in a file by the ESL Coordinator, Ms. Yip, in room 339 and periodically reviewed to see if the school is meeting the requests of the parents. An Excel file document is kept by the ESL Coordinator, Ms. Yip, identifying parent choices. Within ten days of registering, the ESL coordinator administers the LABR to the students to establish their English proficiency level. Students that scored below proficiency on the LABR become eligible for state mandated services for ELLS. Spanish speaking students who score below proficiency levels on the LAB, are also administered the Spanish LABR by Ms. Posner, a certified ESL teacher. Every September, during our school-wide orientation evening, ELL teachers are available to discuss standards, assessments, expectations and requirements of our ELL program. Five parent workshops are also held during the course of the school year. In addition, our Parent Coordinator and other staff members are actively used to help translate for our non-English speaking parents. Letters that go home to parents of ELL students are distributed in most home languages.

Each year in the spring, each ELL is administered the NYSESLAT to determine language proficiency. This test determines whether or not the student continues to be eligible for ELL services. The ESL Coordinator, Ms. Yip, provides the Testing Coordinator, Ms. Delfini, with a list of all entitled ESL students, including X-coded special education students. Each year the student scores below proficiency on the NYSESLAT, the ESL Coordinator, Ms. Yip, provides parents with a continued entitlement letter in their home language that indicates continuation of services. A copy is kept in room 339 in a folder by the ESL Coordinator, Ms. Yip.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							2	2	2					6
<b>Push-In</b>							16	16						32
<b>Total</b>	0	0	0	0	0	0	18	18	2	0	0	0	0	38

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	205	Newcomers (ELLs receiving service 0-3 years)	144	Special Education	46
SIFE	6	ELLs receiving service 4-6 years	51	Long-Term (completed 6 years)	10

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		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	144	4	13	51	2	31	10	0	2		205
<b>Total</b>	144	4	13	51	2	31	10	0	2		205

Number of ELLs in a TBE program who are in alternate placement: 5

### 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

**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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish	0																		0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	21	14					50
Chinese							23	16	30					69
Russian							8	11	15					34
Bengali														0
Urdu							2	1	3					6
Arabic							8	9	5					22
Haitian									0					0
French														0
Korean								0	1					1
Punjabi														0
Polish							1	1	1					3
Albanian							2	2	2					6
Other							5	6	3					14
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>64</b>	<b>67</b>	<b>74</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>205</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

I.S.281 is committed to the vision of helping ALL students attain the highest standards as established by the city and state. Staff, parents, and students will effectively communicate, collaborate, and support our high academic and behavior standards. The ELL program in place at I.S. 281 has been planned, designed and fine tuned to reflect our shared commitment to allow students, especially ELLs, to become active learners who think critically, set goals and accept challenges, display respect for self, others, and the environment, and demonstrate

qualities of responsible, productive citizens.

1. & 2. At I.S. 281, ELL instruction follows the pull-out program. We use departmentalization, and co-teaching along with the pull out model. The CR Part 154 instructional unit requirement for ELLs mandates that beginning ELLs receive 360 minutes of ESL instruction per week. Intermediate ELLs must receive 360 minutes of ESL instruction per week. Advanced ELLs must receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction per week. Our newcomers, beginners and intermediate students are provided with at least 360 minutes of ESL instruction and our advanced and proficient students are provided with at least 180 minutes of ESL instruction a week. During the pull-out sessions, ELLs, who spend the majority of their day in all English content instruction, are brought together from various classes for English-acquisition focused instruction. Our ESL program is staffed by three ELL certified teachers who provide instruction in Language Arts and ESL. Our three teachers are also QTEL trained ELL teachers who provide instruction to six groups (2 on each grade level) of ELL students. All of our 205 students receive two or more periods of ELL Language Arts each day. Students are heterogeneously grouped in the appropriate grade level in all content area classes. For example: our advanced students receive four 45 minute periods per week of ELL instruction and four 45 minute periods per week of ELA instruction. Our intermediate and beginner students receive eight 45 minute periods per week of ELL instruction. In addition some of our beginner and intermediate students receive three 45 minute periods per week of ESL Enrichment by Ms. Posner, a certified ESL teacher. Classes are in English only, as we do not have a bilingual or dual language program. Additionally, an ESL teacher pushes into two self contained special education classes eight periods a week each to support their IEP mandates. All of our ELL classrooms are equipped with SmartBoard technology. In addition, as of January 2008, all students travel to each class with their own iTeach/iLearn tablet to supplement instruction in their classroom.

3. Our teachers provide instruction to regular sized groups and reduced groups of ELL students. It is conducted in English only using intensive ELL methodologies. Native language is supported with bilingual classroom libraries in our ESL and AIS classrooms. Our ELL teachers provide our students with the basic instruction to help them learn skills needed to meet the requirements for the 6th, 7th, and 8th Grade ELA assessment test. Our Math, Language Arts, Science and Social Studies teachers provide our students with the basic instruction to help them learn skills needed to meet the requirements for NYS assessment tests. Content area teachers focus on vocabulary to expedite content knowledge. We implement the New York State ESL Standards in students' academic language development program and regular content area classes. These standards specifically address listening, speaking, reading and writing in English for information and understanding, expression, critical analysis and evaluation, social interaction, knowledge and understanding. The ELL teachers provide supplementary instruction to reinforce those skills learned in these classes. Sufficient lessons in reading and writing skills are ongoing during the year. ELL teachers assist classroom teachers in individualizing classroom instruction for ELL students. Additionally, ELL students are encouraged to attend during mandated extended time for assistance in math and language arts. Native Language Arts is supported in all classrooms using peer translation, bilingual dictionaries and glossaries, Google Translator and teacher translation when available.

The academic program for our ELL students is based on periods-per-week in subject area classes. Each period is approximately 45 minutes in length. ELL students receive the following instructional periods:

ESL – 8 periods

ELA – 8 to 10 periods

MATH – 8 to 10 periods

SCI – 4 to 5 periods

SS – 4 to 5 periods

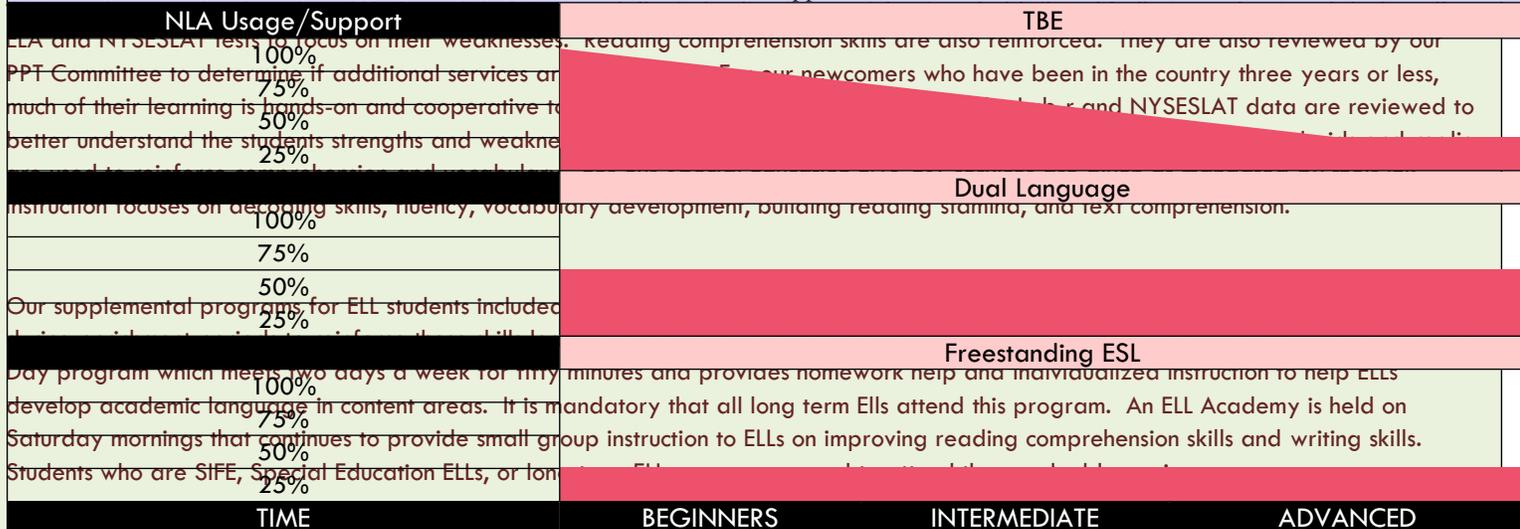
ELL students have access to the various aspects of the Comprehensive Approach to Literacy and Comprehensive Approach to Balanced Mathematics Curricula. Sufficient lessons in reading and writing skills are ongoing throughout the school year. All ELL students go to Science/Social Studies/Math as a homogenous group with teachers trained to work with the ELL population. Instruction uses content area taught with a whole language approach fostering speaking, reading, writing and listening to strengthen language development and learn the content subject area. In Social Studies and Science, the teachers utilize the Access History and Science books which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. ELL teachers assist classroom teachers in individualizing classroom instruction for ELL students. Students also take part in the Extended Day Program which provides them enrichment in English and Mathematics for 50 minutes two times a week after school. The NYSESLAT is given in the spring to determine the eligibility of continued entitlement of ELL services for students in grades 6-8. The test is aligned with New York State English as a Second Language Standards and determines entitlement of services and analysis of students' English language proficiency. In addition, the ELL Interim Assessment test is available to give three times a year to show where our students have weaknesses. ATS reports are used to help target student instruction effectively. We use this data to drive our instruction.

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

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

**Native Language Arts and Native Language Support**

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



We incorporate our special needs children into our ESL program, based on NYSESLAT level and not always by grade level. We utilize our special needs instructional staff for supplemental services to our special needs population (CTT, SETSS, and self-contained). Our guidance department is very supportive and sensitive to the needs of our ELL students. They are actively involved in providing services for those students who are struggling socially or emotionally. In addition, teachers and administrators work collaboratively to assist our students both academically and socially to help ease the transition into American society.

Our ELL students make up an important part of our after-school NIA program, where they receive academic and emotional support services, as well as, important socialization skills in an inclusive setting. This year, the NIA has started another program which targets 30 ELLs who participate in a literacy/homework help afterschool program which meets from October to June for approximately three hours on Mondays-Thursdays. The program also includes life skills, counseling and recreation. On Saturdays and before/after school hours, ELL students are also encouraged to participate in our CHAMPS program in basketball, flag football, and soccer.

**B. Programming and Scheduling Information--Continued**

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

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

Paste response to questions 5-14 here

5. In our ELL self-contained classes, teachers use visual stimuli, flexible groupings and a hands on approach to make the content comprehensible for our ELL students. In Social Studies, the teachers utilize the Access History books which are modified to allow ELLs to access content on an appropriate level. In Math, manipulatives and hands-on activities are used. Access Math books, an ESL Math book, is used as well. We offer an extended day program, after school programs, and an AIS program (three times a week) for all our ELL students. Our ELLs attend 21<sup>st</sup> Century Clubs once a week, Title III on Saturdays, and the Neighborhood Improvement Association Afterschool Program (Mondays-Fridays from 3-5). All of these services are offered in English.

6. Students who reached proficiency level on the NYSESLAT are enrolled in a transitional program. The program stresses vocabulary development and fluency. Teachers use various strategies to develop the students' critical thinking and comprehension skills using fiction and non-fiction reading selections. They practice different writing genres, such as personal narrative, fictional narrative, persuasive writing, and poetry. For their first two years proficient, students continue to receive all testing modifications including extended time during testing. During state ELA tests, they will receive three readings of the listening selection. After school programs are offered to our transitional students to support and reinforce their reading and writing skills.

7. A new program that will be implemented in the upcoming school year is the Urban Arts Partnership Model Program for ELL Literacy Development and Arts Instruction. The program applies UAP's rigorous methodology for quality arts instruction and best practices in language acquisition to improve listening, reading, writing and speaking in English for ELL students. Through a research-based curricula that includes components like visual dictionaries, storyboarding and storytelling, this interdisciplinary program is designed to strengthen academic performance in both the arts and ELA core subjects. Partnering teachers will benefit from learning new instructional strategies to effectively engage their ELL students through the arts, in addition to partnership opportunities across the curricula to leverage resources and bring together the school's teaching community. An additional new program being offered this year is Margarita Calderon's RIGOR Program. This is a research based program designed for secondary students reading at the pre-k to 3rd grade level. Students develop phonemic awareness and phonics skills, build vocabulary through a seven step instruction and practice sequence, increase reading comprehension, fluency and content knowledge and use writing to expand and reinforce literacy. There is also a bilingual support component for Spanish speakers. This program is implemented during AIS periods and during the Saturday ELL Academy.

8. Currently there are no programs or services that will be discontinued for ELLs this year.

9. Our ELLs are offered extra support services during extended day twice a week and 21<sup>st</sup> Century clubs once a week. They also participate in our Neighborhood Improvement Association program after-school, and a Saturday 21<sup>st</sup> Century Academic Program (Federally funded) which offers remediation in ELA and Math, and a Title III Saturday Program which also targets ELA skills. A physical fitness program (funded by Title I ARRA) that runs Mondays-Thursday before school and a CHAMPS afterschool and Saturday Sports Program is also available to our ELL students. Students are provided with letters translated in their home language about these programs along with applications in their home language. All of our activities at our school are fully inclusive.

10. Teachers create technology-rich lesson plans that are differentiated to meet their individual student needs. Each student receives their own laptop and are members of an online Moodle Classroom that allows them to participate in various content-based activities. Students also post information to forums, create WikiSpaces and other websites. Students use applications such as Microsoft Office when they draft

and revise writing pieces, use graphic organizers to gather information and powerpoint presentations and windows media player to present finished projects.

11. Native Language support for our ESL program is supported through ESL classroom libraries, bilingual dictionaries and glossaries, translated materials, peer translators and grouping, and through teachers when available. Cooperative learning allows students to be grouped with others who are familiar with the specific native language and have a higher proficiency level in English. This allows students to communicate in their language while helping them to learn social language and then transition into academic language.

12. Resources and services utilized in the ESL program are on grade level and modified by the ESL and content area teachers to meet the needs of each of our ESL subgroups. Common Core State Standards drive the instruction to insure that students receive the appropriate curriculum aligned with that age and grade level. ESL teachers work with content area teachers to modify this curriculum to ensure consistency within state standards.

13. In September, newly enrolled ELL students are greeted by the Parent Coordinator, Katherine Fariello and the ESL Coordinator, Ms. Yip, and provide emotional and academic support. Due to lack of funding, we do not have a formal program in place that assists newly enrolled ELL students before the beginning of the school year.

14. Proficient students in good academic standing are offered Spanish as a foreign language elective.

### 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.

1. The Professional Development component emphasizes making content comprehensible for ELLs. It comprises strategies for classroom organization, building background knowledge and application, alternative assessments, and delivery of instruction. Our goal is to improve student performance by building the capacity of all teachers to design and implement a comprehensible, coherent and effective instructional program for ELLs. Math and literacy coaches work with teachers in classrooms to practice proven instructional strategies in order to differentiate instruction to meet a range of student needs and to help teachers learn from one another. If funding permits, coaches will work with teachers during the school year. They will supply them with the tools they need to deliver first-rate instruction to students while implementing the components of the uniform curriculum in Language Arts and Mathematics. The Data Specialist works closely with ESL staff and content teachers of ELLs to analyze data to measure their progress. Study groups and book talks will be offered in the 2010-11 school year using ELL in Differentiating Instruction resources. The following resources to be utilized are: Differentiation of Strategies in Math, ELA, Science and Social Studies by Wendy Conklin and Teaching Reading to English Language Learners by Margarita Calderon. The Inquiry Team will also be focusing on ELLs in our lowest third in ELA. Teachers will meet Thursday afternoons for a common preparatory period to discuss and plan differentiation for ELLs. Faculty and Grade Conferences will focus on Best Practices for ELLs and Lunch and Learns will demystify ELL data. Teachers are encouraged to attend professional development available from the Office of ELLs and through our CFN #107. Classroom personnel are responsible for turn-keying all professional development to classroom paraprofessionals, guidance counselors, secretaries and the parent coordinator.

The Professional Development Plan for the 2010-2011 School Year is as follows:

Winter Session:

SEGIS Training

ALEKS (Online Math Solutions Program) Training

Demystifying ELL Data

New School Website Part I

Podcasting in the Classroom

Writing Mandates

Spring Sessions:

ELA Test Prep

Technology Integration and ELA Test Prep

New School Website Part II

Process Writing

Creating Video Tutorials

Book Hook Writing

IIM- Independent Investigation Method

Project Design

Uptown Education & Sampson's Classroom

2. English Language Learners, who are now 8th graders and who wish to study English for six weeks during the summer before entering high school, can participate in the New York City College of Technology/CUNY High School TRANSITIONS Program. The program is designed for students who are at the intermediate or advanced level of English language proficiency. Students will be provided with intensive English language study; computer instruction for word processing, Internet research, and interactive e-mail communication projects; reading two novels and writing journals and essay; field trips in the NYC area related to the curriculum. The staff is made aware of these programs through electronic distribution lists that are disseminated by the grade assistant principal. Opportunities are provided for staff to visit these programs to guide students towards decisions that will benefit their future academically and socially. New programs also come to the school and present to our staff and invite us to their Open Houses.

The Professional Development time-line is fluid, with workshops being given in accordance with the mandate of the DOE throughout the school year. It is ongoing throughout the year for ESL teachers and content teachers of our ELLs. QTEL strategies will be demonstrated during professional development. In addition, all new teachers are required to receive 7 ½ hours of instruction by one of our ELL teachers during the school year. Records of their completed hours are kept in their personnel file and monitored by the principal. ELL teachers will provide workshops during selected staff development days as assigned by the DOE during the year. Teachers will be encouraged to attend professional development available from the Office of ELLs. They will be attending meetings and workshops offered by our CFN#107 and Office of English Language Learners. Teachers are also set up to intervisit classes across grades to build capacity as an ongoing practice at I.S. 281.

## E. Parental Involvement

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

1. & 2. Our ELL teachers articulate on an ongoing basis with classroom teachers and parents, sharing strategies and projected school work. Notices going home are translated in the different languages. Parent involvement for our ELLs at I.S. 281 includes the following:

Parent Teacher Conferences

- Parent Outreach Committee
- Holiday Social organized by the Parent Coordinator, Katherine Fariello
- Workshops by Parent Coordinator, Katherine Fariello and ESL Coordinator, Ms. Yip

Fall: Welcome Parent Workshop, Curriculum in Content Areas

Winter: ARIS Parent Link, edPerformance at Home, New School Website

Spring: Overview of NYS Testing & How to Support Your Child ( ELA, Math, NYSESLAT), Leveled Summer Reading

- NIA afterschool program conducts a Family Fun Event(November), mid- year performances and culminating events in June. All of which are inclusive of parents.
- Specialized H.S. Test Preparatory Program is also provided in the spring for the 7th grade and a second one in the fall for the 8th grade, 2 hours a day, 2 days a week for 4 weeks. The main objective is to increase parental involvement, and strengthen the relationship between home and school. We encourage our teachers to plan trips to promote cultural literacy and invite parents to these cultural excursions.

Multilingual staff is available to provide translation services to support the parents.

3. We evaluate the needs of parents in the following ways: reviewing the results of the Learning Environment Survey- Parent Survey portion, the parent coordinator answers questions from school website, a parent feedback form during Open School.

4. The activities that we provide allow parents to bond with their children academically as well as socially. Our Orientation Evenings provide us with feedback about afterschool programs and extended day programs in which they want their children to participate. Interpretation is provided at parent meetings by school staff to promote communication between home and school. When needed, letters are provided to parents in their native language. We invite parents on cultural excursions along with students to better promote cultural literacy and instill core knowledge. Our NIA Afterschool Program, where many of our ELL students attend, offers multiple opportunities for parents to be involved. Parents attend Olympics, Family Fun Nights, Art Gallery, and a Carnival at the end of the year.

## 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)							16	10	12					38
Intermediate(I)							20	25	33					78
Advanced (A)							28	32	29					89
Total	0	0	0	0	0	0	64	67	74	0	0	0	0	205

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							4	4	5				
	I							5	6	9				
	A							25	28	27				
	P							14	11	25				
READING/ WRITING	B							7	3	12				
	I							18	21	32				
	A							20	21	20				
	P							3	4	2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	22	15	2	1	40
7	32	16	1	1	50
8	33	18	0	0	51
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	7	0	18	0	10	0	12	0	47
7	4	0	29	0	18	0	9	0	60
8	10	0	29	0	18	0	8	0	65
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	32	0	25	0	9	0	0	0	66
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	25	0	38	0	4	0	0	0	67
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?

their ELA performance has declined since last year. The majority of our students used to score at Level 2 and Level 3. This past year, many of our ELLs fell to Level 1. This data can help us target our Level 1 ELL students and low performing students on the NYSESLAT for academic intervention. Those students will be invited to afterschool/Extended Day and Saturday ESL Literacy Programs. Additionally, those students who will be taking the ELA for the first time will be identified and invited to attend these programs.

2. & 3. Across proficiency levels and grades, the data reveals that our students are more proficient in their listening and speaking skills than in their reading and writing skills. Our children are heterogeneously grouped and, as a result, they are encouraged to speak English to their peers. In all grades, results from the NYSESLAT reveals that the majority of our students have advanced listening and speaking skills and many are proficient especially by the Eighth Grade. In reading and writing skills, the majority of our students, equally fall into the intermediate and advanced categories with few at the proficient level. LABR results reveal that many of our eighth grade students are advanced, our seventh grade students are an intermediate and advanced mix and our sixth grade newcomers are mostly at the beginner level. Because of this data, ESL teachers, content teachers, and AIS teachers focus on reading and writing skills. This further assists in selecting professional development workshops that targets this particular area of need.

4. For state testing in Math, Science and Social Studies, ELL students are always given a test in English and in their native language when available. Ms. Yip, our certified ESL Coordinator, is responsible for ensuring that all ESL students have bilingual glossaries and/or word to word dictionaries. Students are encouraged to answer in whatever language in which they feel most comfortable. Eventhough both tests were provided, all of our ELL students chose to answer in English this past year. This year, we do not plan on using the ELL periodic assessment, however, we do plan on using it in the future. Results from the NYS Math Test shows that our students are doing significantly better in Math than in ELA. Many of our ESL students scored at Proficiency Levels 2 and 3 for Math. For ELA, more of our students scored at Proficiency Level 1 with a few at Level 2 thus causing this subgroup not to make AYP in ELA. For the NYS Science and Social Studies test, our ELL students scores fell almost equally between Proficiency Levels 1 and 2. Even though students scored below standards on both tests, they performed at slightly higher Proficiency Levels on the Social Studies test with more 2's than 1's. Ms. Yip also works with the testing team to properly identify students who are to receive extended time for state testing. Ms. Posner, a certified ESL teacher analyzes student results and patterns across proficiencies and grades and shares them with administration and all teachers of ELLs. Our data specialists also work with Ms. Posner to review data that involves ELLs.

5. We currently do not have a dual language program.

6. We evaluate the success of our program for ELLs throughout the year, making adjustments when necessary. For those ELLs taking the NYS ELA, we evaluate their success by seeing if that subgroup made AYP in ELA, AMO or Safe Harbor Target. ELL teachers meet with content area teachers to help target instruction and differentiate. ELL teachers meet often to share successful lessons with each other and collaborate with common content teachers. Formal and informal assessments are given throughout the year to gage student achievement. We set high standards for our ELL students and expect them to be proficient within three years. Our subgroup data confirms our success in that area. Many of our ELL students who are not proficient in three years are our Special Education population. We addressed this deficiency by hiring an additional ESL teacher to work specifically with that population in small groups. Periodic Assessments and end of year state tests are also reviewed for trends within the ESL population.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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