



BRIGHTER CHOICE COMMUNITY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 16K627
ADDRESS: 280 HART STREET
TELEPHONE: 718-574-2377
FAX: 718-443-0639

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 627 **SCHOOL NAME:** Brighter Choice Community School

SCHOOL ADDRESS: 280 Hart Street

SCHOOL TELEPHONE: 718-574-2377 **FAX:** 718-443-0639

SCHOOL CONTACT PERSON: Fabayo McIntosh **EMAIL ADDRESS:** Fmcintosh2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Leah St. Lawrence

PRINCIPAL: Fabayo McIntosh

UFT CHAPTER LEADER: Marcella Walcott

PARENTS' ASSOCIATION PRESIDENT: Latifah Carter

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 **CHILDREN FIRST NETWORK (CFN):** 11

NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Evelyn Santiago

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
Fabayo McIntosh	*Principal or Designee	
Marcella Walcott	*UFT Chapter Chairperson or Designee	
Latifah Carter	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Wanda Toliver	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sherniece Smith	Member/ Parent	
Teresa Diligard	Member/ Parent	
Tricha Menelas	Member/ Parent	
Leah St. Lawrence	Member/ Teacher	
Sholanda Buie	Member/ Community Assistant	
Kate Boglio	Member/ Parent	
Monique Robinson	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.

Brighter Choice Community school is an elementary school, located in the Bedford-Stuyvesant section of Brooklyn, serving students in grades Pre K- 4. We will add a grade each year and eventually be a Pre K – 5 grade school. The mission of Brighter Choice Community School is to create a safe and healthy learning environment that nurtures, motivates, and challenges students to meet and exceed state standards. Our goal is to prepare students to meet and exceed academic standards in middle and high school and ultimately, college.

Academically rigorous, our standards – driven curriculum is informed by research-based methods that are differentiated according to the individual needs of each student in our school.

We are committed to guiding students toward acquiring skills and habits necessary to succeed in any competitive middle school they wish to attend.

EDUCATION PHILOSOPHY

- We believe that a small school setting provides significant opportunities for individualized attention.
 - We strive to know all of our students' strengths and weaknesses and teach according to individual student needs.
 - Constant communication and meaningful partnerships between students, families, educators, and the community is key to preparing our young students to succeed at the highest levels in school and beyond.
 - We believe that students learn best when they feel safe and nurtured.
 - We strive to create an environment and culture that is friendly, inclusive, and engaging for students, educators and families.
 - We understand the richness the arts bring to learning and have infused the arts throughout our curriculum.
-

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Brighter Choice Community School				
District:	16	DBN #:	16K627	School BEDS Code:	331600010627

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:									
(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	n/a	1	1						
No. in Collaborative Team Teaching (CTT) Classes	n/a	0	0	Principal Suspensions	n/a	n/a	n/a		
Number all others	n/a	4	5	Superintendent Suspensions	n/a	n/a	n/a		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	n/a	0	0	CTE Program Participants			
# in Dual Lang. Programs	n/a	0	0	Early College HS Participants			
# receiving ESL services only	n/a	8	10	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	n/a	0	0	(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	n/a	8	6
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	n/a	2	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	n/a	2	2
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	n/a		100
American Indian or Alaska Native	n/a	0	0	Percent more than two years teaching in this school	n/a		15
Black or African American	n/a	94%	92%	Percent more than five years teaching anywhere	n/a		4
Hispanic or Latino	n/a	6%	8%				
Asian or Native Hawaiian/Other Pacific Isl.	n/a	0	0	Percent Masters Degree or higher	n/a		100
White	n/a	0	0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	n/a		89
Multi-racial	n/a	0	0				
Male	n/a						
Female	n/a						

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

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

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)			

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

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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?
-

In 2010, 19% (5 students) of our third grade achieved proficiency as measured by the New York State ELA exam and 27% (6 students) of our third graders achieved proficiency on the state math exam. We received a rating of "D" on our school report card. We were not pleased with our performance. While our students appeared to be on grade level according to Fountas & Pinell we decided that we will collect data from several sources. We also reviewed and discussed how we spent our resources to support student learning and achievement. Our most significant barrier is that most of our students comprehend at several levels below proficiency. We have a transient population. Many of our students live in the temporary domestic violence shelters in the neighborhood. We invest money in students and they leave the school due to their family receiving permanent housing. We are very proud of the social and emotional support that we offer students. We implemented a character development curriculum that is taught by the guidance counselor and reinforced by teachers. We also implemented Community Circle. At Brighter Choice Community School we strive to build a sense of community where everyone feels part of a shared mission larger than individuals. Community Circle meets every Monday, Wednesday, and Friday. Community Circle creates a structured, supportive community where everyone is an important and valued member. School leaders, teachers, and students share words of inspiration and motivation. This gathering is also used to reinforce the CHOICE pledge that students and parents are asked to sign when they enroll at BCCS. **Control**; I pledge to control my actions. **Honor**; I pledge to honor myself, my ancestors, my parents, and my teachers. **Obey**; I pledge to obey all school rules. **Independent**; I pledge to be an independent thinker. **Contribute**; I pledge to contribute positively to my community. **Excellence**; I pledge to do my best, excellence is the only way.

An area for improvement from last year's Quality Review is to increase rigor. Our data shows a need for this in order for our students to improve their achievement. Therefore an essential action to improve student achievement is the Student Goal Binders. Goal setting is a powerful process for thinking about your ideal future, and motivating students and teachers to turn a vision into reality. The process of setting goals empowers students to set their direction. Teachers work collaboratively with students to create goals in all subject areas. We decided to extend teachers' use of goal setting collaboratively with students to improve student achievement as a short term goal. Goal setting has also helped teachers differentiate instruction for students. Teachers understand that one size doesn't fit

all and they are able to tailor lessons based on need. We have had ongoing goal setting Professional Development; we scheduled times for teachers to look at student goals and plan instruction based on those goals; we created collaborative teams who study goal setting, and we have team meetings that focus on looking at student work (specifically writing) to inform instruction. Every student has a goal setting binder. Our goal is for all students to be able to understand and articulate their goals and the goal setting process. By setting sharp, focused, clearly defined goals, students are able to take pride in the achievement of those goals. We see forward progression. Teachers are able to teach to each child's need as opposed to teaching pointless lessons. As our students grow, we will implement vision boards. Vision boards are an in depth visual representation of the things that you want to have, be, or do in your life. These vision boards will help students, parents, and staff monitor the steps needed for success in middle school, high school, and ultimately college. We developed a collaborative team to look at rigor in writing; we received training using Bloom's Taxonomy; we received training on the Common Core Standards; we received training on accountable talk. This plan has been effective and we have seen significant improvement compared to last year which has also increased student performance efforts and success.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1: Recent data shows that 2/3rd of our third and fourth grade students need additional support in ELA. In 2010, 19% (5 students) of our third grade achieved proficiency. By June 2011, 50% of our third and fourth grade will achieve proficiency in ELA as measured by the New York State ELA exam.

Goal 2: To improve family involvement in order to grow student achievement
By June 2011, 70% of parents will have attended and or participated in school activities in order to support their child's learning compared to last year's rate of 45%.

Goal 3: To increase achievement of K-2 students in Literacy.
By June 2011, 70% (49 students) will achieve proficiency on their reading level as evidenced by Fountas & Pinelle Reading Assessment. (K=D, 1=J, 2=N). In June 2010, 62% of students were reading on grade level. Additionally we increased the level of proficiency.

Goal 4: To develop teachers' knowledge around the Common Core State Standards in an effort to increase student performance, achievement and /or progress in Mathematics.
In June 2010, 68% of students were on standard, by June 2011, using the assessments from Everyday Math, 80% (56 students) of K-2 will be on standard.

Goal 5: Recent data shows that 2/3rd of our third and fourth grade students need additional support in Mathematics
In 2010, 27% (6 students) of our third graders achieved proficiency on the state math exam. By June 2011 39% (16 students) of our third and fourth graders will achieve proficiency in math as evidenced by the New York State Math exam.

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 Grades 3 and 4

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: Recent data shows that 2/3rd of our third and fourth grade students need additional support in ELA. In 2010, 19% (5 students) of our third grade achieved proficiency. By June 2011, 50% of our third and fourth grade will achieve proficiency in ELA as measured by the New York State ELA exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • AIS teacher will work with at-risk students. • We will purchase test preparation material. • We will lump our extended day into two 90 minute blocks. • Classroom teachers will focus on a specific skill or strategy every week based on ongoing assessment data and differentiated on the needs of the specific student. • Partner with Sylvan learning center to help parents help their children with achievement. • Teachers and administration looking at data to improve instructional practices and eliminate patterns that do not support instruction, learning, and student outcomes. • Sylvan will work with students who scored level 2 and above on 2010 state exam • Create groups based on 2010 ELA state scores. • Create groups based on Acuity data; create groups based on running records and conference notes
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Interim Progress monitoring using Fountas Pinnell Reading Levels and/or Acuity
- Schedules of Sylvan tutors.
- Sylvan tutors notes and observations.
- Schedules of AIS teacher and her conference notes on each child.
- Notes from principal's walkthroughs and observations.
- Feedback to staff.

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Subject/Area (where relevant): Goal 2: Family Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: To improve family involvement in order to grow student achievement By June 2011, 70% of parents will have attended and or participated in school activities in order to support their child’s learning compared to last year’s rate of 45%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Hiring full time Community Assistant • Creating Parent University • Mandatory parent orientation • Increased written communication with parents • Parent needs survey regarding workshops that they are interested in • Increased parent activities • Creation of monthly school calendar • Scheduling workshops in the morning and evening
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Hiring full time Community Assistant</p> <ul style="list-style-type: none"> • Creating Parent University • Mandatory parent orientation • Increased written communication with parents • Parent needs survey regarding workshops that they are interested in • Increased parent activities • Creation of monthly school calendar • Scheduling workshops in the morning and evening
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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): Literacy K-2

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 3: To increase achievement of K-2 students in Literacy. By June 2011, 70% (49 students) will achieve proficiency on their reading level as evidenced by Fountas & Pinelle Reading Assessment. (K=D, 1=J, 2=N). In June 2010, 62% of students were reading on grade level. Additionally we increased the level of proficiency.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Schedule Fountas and Pinnelle reading assessment every 6 weeks.</p> <ul style="list-style-type: none"> • Collect Running Records every two weeks. • Examine how students are answering higher order thinking questions on Fountas and Pinnelle assessment. • Create a weekly book shopping schedule. • Ongoing meetings with teachers to discuss student data • Work will be based on Common Core State standards

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Interim Benchmark Assessments for progress monitoring • Increase in reading levels by June 2011 • Running Records • Fountas and Pinnelle data board • Teacher feedback • Teachers plan of action

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 Grades K – 2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: To develop teachers’ knowledge around the Common Core State Standards in an effort to increase student performance, achievement and /or progress in Mathematics. In June 2010, 68% of students were on standard, by June 2011, using the assessments from Everyday Math, 80% (56 students) of K-2 will be on standard.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will be selected on each grade to spearhead the implementation of the Common Core State Standards in Math.</p> <ul style="list-style-type: none"> • Teachers will attend training in CCCS during the summer, and throughout the school year. • Teachers will turnkey information at faculty meetings, common preps, PD, and team meetings. • Teachers will create a timeline for this work. • Teachers will design unit lessons that align with the CCCS in Math.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funding: Adequate funding will be allocated to hire per diem substitutes to provide appropriate coverage for teachers to attend out of the building professional development, interclass visitations, model lab site lessons and debriefing sessions as needed.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Instructions that align with the core standards on grade level. • Interim Progress monitoring using the Everyday Math Assessments • Evidence of the CCCS during formal and informal observation, • Lesson plans reflecting the core standards • Notes from teacher-to-teacher classroom visits. • Attendance Sheets

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 Grades 3 and 4

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5: Recent data shows that 2/3rd of our third and fourth grade students need additional support in Mathematics In 2010, 27% (6 students) of our third graders achieved proficiency on the state math exam. By June 2011 39% (16 students) of our third and fourth graders will achieve proficiency in math as evidenced by the New York State Math exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • AIS teacher will work with at-risk students. • We will purchase test preparation material. • We will lump our extended day into two 90 minute blocks. • Classroom teachers will focus on a specific skill or strategy every week based on ongoing assessment data and differentiated on the needs of the specific student. • Partner with Sylvan learning center to help parents help their children with achievement. • Teachers and administration looking at data to improve instructional practices and eliminate patterns that do not support instruction, learning, and student outcomes. • Sylvan will work with students who scored level 2 and above on 2010 state exam • Create groups based on 2010 Math state scores. • Create groups based on Acuity data; create groups based on running records and conference notes
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funding: Allot funds for Sylvan and additional test preparation materials.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Interim Progress monitoring using acuity and/or Everyday math assessments
- Schedules of Sylvan tutors.
- Sylvan tutors notes and observations.
- Schedules of AIS teacher and her conference notes on each child.
- Notes from principal walkthroughs and observations.
- Feedback to staff.

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	8	5	N/A	N/A	2			
1	13	9	N/A	N/A	7			
2	6	6	N/A	N/A	5			
3	7	9	N/A	N/A	5			
4	5	3			2			
5								
6								
7								
8								
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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small groups of 4-6 students; modified version of Reading Recovery; guided reading-looking at print; running records observing reading behaviors; critical thinking skills to enhance familiarity with text. Bi-weekly ELA skills in preparation of the state exam. This service takes place during the school and after school.
Mathematics:	Small groups of 4-6 students. Monthly skills in preparation of the state exam; focused strategy lessons;
Science:	Small group support
Social Studies:	Small group support
At-risk Services Provided by the Guidance Counselor:	Counseling sessions provided to non-mandated students consist of academic tutoring and enrichment both individually and in small group. The counselor supports the area in need in sited by the classroom teacher or other instructional professional. Sessions provided to students with emotional concerns consist of focused discussion, writing, drawing, reading related literature and play expression. This service takes place during the school day.
At-risk Services Provided by the School Psychologist:	n/a
At-risk Services Provided by the Social Worker:	n/a
At-risk Health-related Services:	

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.

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

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval. **Not Applicable for PS 627K**

There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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.

Section III. Title III Budget

School: 16K627 BEDS Code: 331600010627

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We have several bilingual teachers who translate all of our documents. We send home information in both English and Spanish.

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.

We have a Hispanic population. We offer oral and written translation services.

Part B: Strategies and Activities

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

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:	\$125,396	\$5,188	130,584
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,254	52.00	\$1,254
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$6,270	*	\$6,270
4. Enter the anticipated 10% set-aside for Professional Development:	\$12,540	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___100%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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



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Fabayo McIntosh, *Principal*

– PARENTAL INVOLVEMENT POLICY

School is a Title I in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. Under the NCLB Act of 2001, it is our obligation to improve education for all children, to include parents in the planning, review and improvement of Title I programs and to be responsible for results and promote teaching

methods that work. Title I funds help educators improve learning and teaching. Our student population comes from a diverse community, where parents have always been a vital and important component for their children's success. As a Title I School, administrators, teachers and staff work in a collaborative partnership with parents to ensure the success to their children's education.

Our Title I – Parent Advisory Council working along with Administration, our Parent Coordinator, Bilingual/ESL/DUAL Coordinator and School Leadership Team to provide and schedule informational workshop[s and meeting for all parents, and provide parents with knowledge about choices, programs and services that are available to our diverse school community to meet high academic standards. Our plan includes and encourages parents to participate, learn and to become stakeholders in the success of their children's education.

TITLE I, PART A – PARENTAL INVOLVEMENT POLICY – page 2

OUR PARENTAL INVOLVEMENT POLICY WILL PROVIDE YOU, THE PARENT, WITH:

- **Information about your Parental Rights and Responsibilities**
- **What you and the school are supposed to do to ensure student achievement which is included in our School's Parent-Compacts**
- **Information in a timely matter about Title I meetings, activities including participating in planning for these activities and to schedule dates.**
- **We will communicate with you via letters, flyers, phone calls, bulletins and individual appointments for our working class parents or those parents who cannot attend any scheduled meetings during the school day. During the school year, our school provides one-on-one meetings with parents to speak and interact with our teachers and staff. Our Parent Coordinator rotates one evening per week to be available to confer with parents and/or schedule appointments, also available at least one or two Saturdays per month to be accessible to meet the needs of all parents including meeting and workshops during nights and Saturdays.**
- **A pamphlet entitled "What your child should know" for each grade level, the Chancellor's Regulation on Discipline & Behavioral Policy at the beginning of the school year. Our own School Agreement as per School-Parent Compacts for parents**

and students who agree to take a responsibility for their part in the success of their education, letter to update parents of their child's status and intervention services available and provided as per our CEP and Parent-Compact Agreement will also be provided.

- Access to classroom visits during Open School Week and Parent-Teacher conferences which take place twice each school year. You are encouraged to schedule appointments with your child's teacher or any staff member who work directly with your child. Teachers and staff meet with parents during, before and after school and those students who attend after-school or Saturday Programs, those teachers are also available to meet with parents.
- Our school measures the progress of students through testing such as Teachers College Assessments, NYC Predictives/ITAs, NYSELAT, NYS ELA, Math, Science and Social Studies test results. We provide parents with meetings and workshops to prepare you and your child for the test and to provide updates on their child's academic progress including letters, report cards and annual report cards. Our school has a Pupil Personnel Team which monitors students who are below level and provide any extra services that fall into the needs of this student. Parents are notified of services being provided to their children and sign on a tear-off to acknowledge their being notified of these services. Meetings with parents are scheduled to work together towards a goal in which all parties are in agreement to the academic interventions being provided for their child.
- Training and materials about Title I, NCLB, and curriculum for Reading, Math, ESL, Bilingual, Dual Language and Special Education. Trainings, workshops and meetings are scheduled according to the needs of parents, including Learning Leaders Certification Training for Parent Volunteers to work with their children and other students in small groups in a classroom setting. You are encouraged to volunteer as statistics show that the children of parents who volunteer excel and grow academically faster than those parents who are not involved in their children's education. Our school community wholeheartedly supports parent volunteers in our school building they are part of the fabric of our success.
- Meetings and workshops and welcomes you to bring younger siblings who are not yet in school. We provide activities such as coloring books, crayons and paper for these children while the parents are engaged in workshops. During certain workshops, parent volunteers and/or our Parent Coordinator provide voluntary babysitting services. When a trip for parents is scheduled to museums during the day, we provide transportation and parents are asked to provide a babysitter for this occasion.
- Opportunities for you and your child's teacher to learn and share information from each other and spend time together in the classroom at the beginning of each school year, during Parent-Teacher Conferences, during individuals meetings and communication by phone between teacher and parent and vice-versa.
- Every year our school hosts Title I Parent Literacy Night, Title I – Math and Science Night and Art Fair. We provide workshops several times per year to address the importance of different areas such as; NYS Standards, Literacy, Math, Science, Writing, Health, Nutrition, Violence, Behavior, Citizenship and Immigration issues which are our communities biggest needs. We also provide several times per year Relaxation Workshops for you, the parents to teach them Stress Management and how to teach their children these techniques at home. These workshops promote quality time for you and your children to bond and make the necessary time for your family to talk about important issues. Our Bilingual/ESL/Dual Coordinator along with the Parent Coordinator provide specific academic subject areas in Literacy and Math for you to learn how your child learns through the curriculum and how you can help and support them in these vital areas. We host a Science Fair where you and your child are encouraged to work together and utilize and put into practice the NYS Standards in preparing their projects. In our Parent

Coordinator's office provides many services for parents including reference information and handouts for parents that are available in many subject areas and different languages including NYS Just the Facts on NCLB, curriculum, health and community related issues.

YOUR INVOLVEMENT CAN MAKE A DIFFERENCE IN YOUR CHILD'S SCHOOL

You are welcomed to:

- **Visit and ask questions about teacher and staff qualifications**
- **Ask as many questions as needed for you to understand the School's Parental Involvement Policy**
- **Ask the Family Assistant, School Leadership Team Member or the Principal's Office for a copy of the district and school parent involvement Policy**
- **We encourage you as part of our team to help write and update this policy when needed and give us your comments as to the needs you feel we are not providing as a school community or how we can help you and/or your child.**
- **In addition to the Parent Coordinator and our school, our District 16 office located at 1010 Lafatette street also provides assistance to parents for any services not readily provided by the school or you can dial 311 on your phone for any information in the City of New York.**

WHO YOU SHOULD KNOW IN OUR SCHOOL:

Main Office – room 212

Principal – Fabayo McIntosh room 214

Data/Testing Coordinator Ms. Walcott room 312

Guidance Counselor Ms. Zahara room 304

School Nurse Ms. Jerome room 106

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.
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 has been completed in the needs assessment of this document. Please refer to the needs assessment section.

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.

Differentiate instruction through flexible grouping and tiered assignments based on periodic assessment data

- **Implement the newly adopted reading comprehension, writing and word study curriculum in grades Pre-K – 4 which emphasize differentiation of instruction and comprehension strategies across the curriculum**

- **Supplement and support the new curriculum with the implementation of a daily selected guided reading and independent reading block in order to increase volume of independent reading across the curriculum.**
 - **Increase teacher expertise and capacity in the flexible incorporation of balanced literacy components across the curriculum.**
 - **In addition to ARIS, utilize the formative and summative assessments in reading and Everyday Math Program.**
 - **Through the work of the Inquiry Team we will make data informed decisions about differentiated instruction for targeted population.**
 - **Continue to utilize Everyday Math curriculum in all classes on grades Pre-K-4**
 - **Provide Academic Intervention Services through Foundations to students who need additional help to meet the state standards in ELA and Mathematics**
 - **Continue to provide regular Professional Development in differentiating instruction through our literacy coach.**
 - **Utilize scaffolding strategies to help meet the needs of special populations including special education students and English Language Learners.**
 - **Offer After School Program, and Saturday Academy and to provide additional instruction in ELA, Mathematics, Social Studies and Science.**
 - **Continue to promote social emotional learning initiatives and positive youth development to help maintain a safe and orderly school**
 - **Strengthen Parental Involvement through weekly Home- School connection activities designed to support student achievement in ELA and Mathematics, and continue to offer Parent Workshops to parents**
- C) **Brighter Choice Community School Offers After School Program, Saturday Academy to provide additional instruction in ELA, Mathematics, Social Studies and Science.**
- **Help provide an enriched and accelerated curriculum.**
 - **BCCS Implements the newly adopted reading comprehension, writing and word study curriculum in grades Pre-K – 4 which emphasize differentiation of instruction and comprehension strategies across the curriculum**
 - **BCCS Supplements and supports the new curriculum with the implementation of a daily selected guided reading and independent reading block in order to increase volume of independent reading across the curriculum.**

- Meet the educational needs of historically underserved populations.

BCCS Utilizes scaffolding strategies to help meet the needs of special populations

3. Instruction by highly qualified staff.

Highly qualified teachers will be developed through ongoing professional development by the coaches, consultants, and DOE/Network Team facilitators. In addition, tuition reimbursement will be available to eligible teachers to assist in their certification.

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.

Internal and external professional development will be provided on topics including Reading Strategies, Balanced Literacy Components, Read Aloud and Accountable Talk, Shared Reading, Comprehension Instruction, Data Driven Goal Setting, Guided Reading.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **Vacancy notices will be posted on the internet and in school clearly indicating eligibility requirements and expectations as per NCLB**

Mentoring will be provided

Highly qualified teachers will be given the necessary support and materials

Customized instructional programs will be offered to attract highly qualified teachers

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

- **Activities such as Parent Workshops, Literacy Events, Book Fairs, 30 Book Campaign will be organized to increase 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.

- **We utilize professional development that promotes continuity fro Pre-K– Kindergarten. Joint parent workshops and shared instructional experiences for students in Pre-K and Kindergarten**
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.
- **A school-based inquiry team will be established. Common planning and gradewide planning as well as faculty conferences will be utilized to include teachers in the decisions regarding the use assessments to set goals for grades, classes, small groups and individual students.**
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.
- **Focus group of students will be targeted as part of the inquiry team. Assessment results will be analyzed to pin point areas of weakness and gap in student knowledge. Instructional change strategies will be implemented and the impact of instructional changes will be closely monitored. In addition, AIS services will be provided in small groups utilizing the Leveled Literacy program as well as technology based intervention strategies will be implemented. Students in need of additional support will be targeted through after-school and Saturday academies in ELA and Math.**
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.
- **We utilize CBOs such as Safe Horizon as part of our violence prevention plan.**

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" ¹ 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 ² 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	(✓)				(✓)	14, 16, 18, 20
Title I, Part A (ARRA)	Federal	(✓)				(✓)	14, 16, 18, 20
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	(✓)				(✓)	14, 16, 18, 20

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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: _____ **SURR³ 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.

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: _____

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.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

We currently have 8 students who live in temporary housing. We have open communication with all of the local shelters. We meet with families to gather background information and assess overall disposition so that the child may experience a smoother transition into their new environment. We assist families with purchasing uniforms.

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

School Name:	Brighter Choice Community School						
District:	16	DBN:	16K627	School		331600010627	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	10	16	19				NR
Kindergarten	25	22	25				
Grade 1	23	27	22				
Grade 2	23	22	25				
Grade 3	0	22	26	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	18			63.8	81.9
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0			84.5	85.1
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0			23	13
Ungraded	0	1	3				
Total	81	110	138	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
						0	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	7	10	10	Principal Suspensions		0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions		0	0
Number all others	1	5	12				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		8	7
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		3	3
# receiving ESL services only	4	5	TBD				
# ELLs with IEPs	0	1	TBD	Number of Educational Paraprofessionals		2	2

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	0	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		12.5	28.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		75.0	14.3
American Indian or Alaska Native	0.0	1.8	0.7	% core classes taught by "highly qualified" teachers		75.0	90.9
Black or African American	69.1	69.1	77.5				
Hispanic or Latino	25.9	26.4	21.0				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	1.2	1.8	0.7				
Male	53.1	50.9	52.2				
Female	46.9	49.1	47.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D	Overall Evaluation:	P
Overall Score:	20.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	11.7	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	0.3	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	6.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

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

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

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

**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 CFN 410	District 16	School Number 627	School Name Brighter Choice
Principal Fabayo McIntosh		Assistant Principal type here	
Coach Marcela Walcott		Coach type here	
Teacher/Subject Area Fe Montarde/ESL		Guidance Counselor Zahara Duncan	
Teacher/Subject Area type here		Parent Latifah Carter	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider type here		Other Wanda Toliver/Fam. Assistant	
Network Leader Attagracia Santana		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	140	Total Number of ELLs	6	ELLs as Share of Total Student Population (%)	4.29%
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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.

Brighter Choice Community Schools (PS 627K) is a diverse school with a population of 140 students. It offers ESL Program under the No Child Left Behind Act and serves 6 students from Kindergarten to 4th grade. These ELLs were identified through the Home Language Identification Survey (HLIS) Forms which was filled out during the child's registration to school.

When parents enroll their children in the school, out of classroom teachers --Ms. Walcott, the Literacy Coach and AIS Coordinator; and Mrs. Montarde, the ESL Teacher-- take turns in administering and discussing the HLIS form with the parents in their home language. This procedure was done to determine what language the child and the parents speak at home. The Spanish/Science cluster teacher, Ms. Kinirons, interviewed the parents to assure the accuracy of responses in the HLIS form. The ESL teacher signed the HLIS form and determined if the child is LAB-R (Language Assessment Battery-Revised) eligible.

The child is eligible for LAB-R testing if in the HLIS Form, there is at least one (1) response to questions #1-4 and any two (2) responses to questions #5-7 which indicate a language other than English. Those students who were eligible were tested with short LAB-R (Form B) within 10 days of initial enrollment. The English LAB-R was administered to all eligible ELLs as per CR-Part 154, to determine their English proficiency level. However, if the child is unable to answer the first three (3) questions of the LAB-R, the child is given the Spanish LAB (Form B) to determine proficiency level in the Spanish language. The ESL teacher then hand-scores the LAB-R and Spanish LAB documents in order to place the students in the parent's choice of the ELL Program. The LAB-R score tells the child's language proficiency level for the newly admitted ELLs. Students who scored at or above a state-designated level of proficiency (i.e above the cut-off scores) were placed in a monolingual class. The parents of a student identified as ELL (English Language Learner) was notified in writing and sent an Entitlement Letter (in their native language) and an invitation letter for Parents' Orientation. This was also done within 10 days of registration. A phone call was made to confirm attendance to the orientation during which parents watched the orientation video in their preferred language (i.e Spanish, Chinese, etc.) so they could receive information and understand the different program options (Transitional Bilingual, Dual Language, ESL Program) available.

The parent who attended the orientation, together with the parents of ELLs of the other school that is in the same building, filled out the Parents Survey and Program Selection Form. She chose ESL Program as the option for her child. For the past three or four years, most parents chose the ESL Program, which is our primary service model.

The New York State English as a Second Language Achievement Test (NYSESLAT), which is administered every Spring will determine the ELL's language progress and proficiency level. The scores would tell whether the child will continue to be in the ESL program or not. Continued Entitlement Letters are sent out to families of all ELLs who will continue to receive ESL services, and Non Entitlement Letter to those who tested out of the NYSESLAT.

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

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	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	2	1	1									6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	1	2	1	1	0	6							

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.

The ESL Program delivers instruction using a Pull-out model. The ESL teacher recognizes the fact that Balanced Literacy Program is an integral part of the students' education. Therefore, she aims to work in collaboration with the classroom teachers of ELLs through conversations and/or meetings to assist the students in areas of reading, writing and language development. Also, articulation sheets will be given to the teachers of ELLs to align instruction, continuity, support and reinforcement. The Program is designed to develop the basic interpersonal communicative skills in English through cooperative learning approach either in pair or small groups. Students are picked-up from the classroom and given instruction in group according to grade and proficiency level (i.e. Beginners & Intermediate and/or Advanced) to make sure that the content designed for their language development and learning level are appropriate. With CR Part 154 and parental choice, the school provides ESL instruction across content areas in Science, Math, and Social studies through thematic lessons. Academic and social language are taught to expand their language acquisition and increase language proficiency. Under the NCLB requirement, the upper grade ELLs who, after one year of school will be tested with ELA. Therefore, the ESL teacher would specifically teach the language of the test and use instructional strategies to meet the standards required for passing the ELA and Math state assessments. The ESL teacher provides 360 minutes of ESL instruction for beginners and intermediate and 180 minutes for advanced level. They also receive at least 180 minutes of ELA in the classroom. Bilingual books and dictionaries are made available to the ELLs, and the teacher delivers 100% English instruction in the ESL class. To meet the different needs of ELLs, the ESL teacher provides differentiated instruction using TPR, Hands-on activities and Language Experience Approach- that is, exposing them to speaking and listening activities such as read-alouds, books on tapes, phonics, and language patterns. With the use of technology like computers, audio-cassette, those long-term ELLs and ELLs with special needs would be able to engage themselves while learning. The at-risk student are given focused instruction in reading so they are placed in a small guided reading group. In an effort to meet the learning standards, the ESL teacher uses a variety of literature, charts, graphic organizers, language workbooks, getting ready for the NYSESLAT workbooks to allow abstract concepts to be taught in a concrete dimension.

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

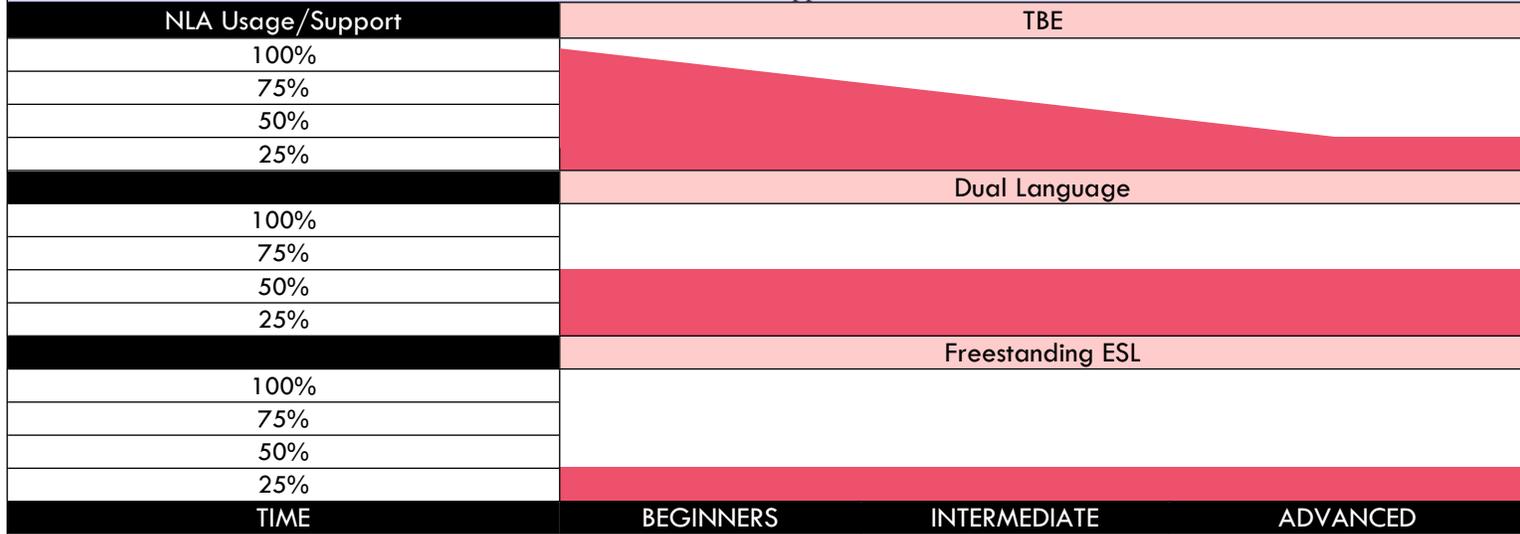
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

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.



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

In addition to literacy and content area instruction received in the classroom, the school intensifies Academic Intervention Services (AIS) for students including ELLs whose performance are below grade levels. The ELLs are provided academic instruction by ESL teacher during the extended day every Tuesdays and they attend the After-School Program four times a week from Monday through Thursday; the C.H.O.I.C.E. curriculum which is a value/character development program, and Reading Recovery Program. The school also scheduled a specific ELA Prep period for testing grades- grade 4 and grade 5 provided by the literacy coach for extra academic support. ELLs who have speech difficulty are serviced by the Speech Teacher and Saturday Academy is also set and will be offered starting November. The ELLs are allowed to use their native language with the teachers and/or peers in both the academic and social setting to express themselves as they transition themselves to developing English proficiency. ELLs are encouraged to borrow books to take home to read with the parents. The ESL Program provides a nurturing environment and offers the same high quality instruction that native English speakers received in the classroom. This is so because the ESL teacher align her instruction with the Math and ELA curriculum. Bilingual books and charts are made accessible to ELLs. Every Spring, all the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their progress and eligibility for the next school year. Students who tested out of the NYSESLAT will continue to receive additional academic support from academic support staff (i.e. AIS, Resource Room, etc.) for two years. Also, they will continue to be given testing accommodation for extended time and a half in a statewide ELA and Math assessments.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The ESL teacher attends staff development within the school and study groups for ESL teachers throughout the school year. The school hires an ESL person from the network to provide PDs to all school staff in order to get the minimum 7.5 hours of ELL training requirement and to provide them with the necessary support and ESL teaching strategies they could use in the classroom. This also enable The majority of the staff development focuses on data driven instruction and research-based strategies that will help the ELLs acquire language proficiency and

meet the state standards, The ESL teacher also attended professional development sponsored for ESL teachers from the Office of ELLs and from NYS Brooklyn/Queens BETAC. These PD's provided the highest quality of instruction and updates that enable the teachers to learn new innovative ways and researched-based strategies that could be used for ESL instruction.

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?

Brighter Choice Community School welcomes all parents and values their input as a partner in building a learning community. The school administrator, the ESL teacher, the school's Family Assistant and the Community Assistant are reaching out to parents through conversations, home visitations, parents' meetings, letters sent home and phone calls. ELL Parents' Orientation, Parents' Workshops, Open-School Nights and Parent-Teacher conferences are in place to get them involved in their child's academic development and success. All parents are informed of their children's academic progress through letters. If there are school activities, flyers and invitation letters are sent home.

The needs of the parents are evaluated through questionnaires and survey that are sent to them in terms of academic support they need for their children. These survey will determine what do parents need and therefore will be discussed during the workshops and meetings. Options are open as to whether they like to do volunteers as learning partners or to attend the scheduled Parents' Workshop.

During the Curriculum Night, these parents are informed of the state standards, assessments, school expectations and general program requirements in class and ESL program. They are provided with the opportunity to participate in academic and social activities as well as in decision making through "Family Mixer" where they parents interact and discuss things related to school and children's success. This is done every last Friday of the month.

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)	1	0	0	0	0									1
Intermediate(I)	0	1	1	1	0									3
Advanced (A)	0	0	1	0	1									2
Total	1	1	2	1	1	0	0	0	0	0	0	0	0	6

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

	A			1		1							
	P												

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

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

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

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

New York State Regents Exam

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

Native Language Tests

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

Authentic Assessment such as daily teacher observation, self-assessment, performance assessment, and portfolio assessment are some assessment tools that are used. The LAB-R is the very first tool to determine eligibility and language proficiency level. Most newcomers tend to come out beginners as they are unable to answer the first 3 questions of the test. The ESL teacher collaborates with the classroom teachers of ELLs to ensure that they will meet the standards and pass the required assessments. In May, all the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to measure their progress. The NYSESLAT results indicate that the proficiency level of most students move up in all modalities of listening, speaking, reading and writing during the first two years. During the third year, however, results showed that their performance move down which implies that the ESL teacher needs to teach students how to increase their stamina to endure more rigorous yet engaging instruction in reading and writing. The ESL teacher's focus is on teaching phonics, guided reading and use Bloom's Taxonomy's art of questioning to develop thinking skills. Echoing, choral reading, Read-alouds and books on tapes are used as listening and speaking activities. These assessment results overall, determine what skill each child needs to grow that drives the teacher's instructional decision. The school was not chosen to administer the Periodic Assessment for ELLs, therefore, didn't administer the test. The success of the school's program for ELLs are measured in the achievement of the targeted goals in terms of the parents' active response and participation in school, improved basic skills and English language proficiency of ELLs.

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		