



[GENERAL D. CHAPPIE JAMES M.S. OF SCIENCE K634]

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

SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)

ADDRESS:

TELEPHONE: _

FAX:

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: K634 **SCHOOL NAME:** General D. Chappie James M.S. of Science

SCHOOL ADDRESS: 76 Riverdale Avenue Brooklyn, NY 11212

SCHOOL TELEPHONE: (718) 498-5276 **FAX:** (718) 498-5361

SCHOOL CONTACT PERSON: Willis Perry **EMAIL ADDRESS:** Wperry3@school.s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Victoria Furstenau

PRINCIPAL: Willis Perry

UFT CHAPTER LEADER: NA

PARENTS' ASSOCIATION PRESIDENT: Shavonea Arrington

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Joanne Brucella

SUPERINTENDENT: Ainslie Cumberbatch

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
Willis Perry	*Principal or Designee	
Ulan Smith (District)	*UFT Chapter Chairperson or Designee	
Shavonea Arrington	*PA/PTA President or Designated Co-President	
Carlotta Forde	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Victoria Furstenau	Member/Chairperson	
Rafeek Khan	Member/	
Antoinette Thomas	Member/	
Hope Ingram	Member/	
Shavonea Arrington	Member/	
Koren Barber	Member/	
Valerie Brown	Member/	

(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.

The General D. Chappie James Middle School of Science intends to inspire and cultivate a community of learners by expanding global awareness for all students. The Middle School of Science School's core values include: responsibility, effort, teamwork, mutual respect, communication, rigor, independence, goal setting and commitment. Every student in this school will gain an understanding of these core values and develop an interest in scientific theory and discovery. Staff members are instrumental in modeling proper decorum in an effort to build respect and good moral character in our students. Academically, K634 will focus on improving student's academic achievement levels by instituting a unified interdisciplinary curriculum that helps to make connection through all subject areas with a particular focus in science. By integrating subject areas, students will be able to gain a deeper understanding of the topic being taught making their learning experience more meaningful.

The curriculum of the Middle School of Science incorporates an accelerated track that engages students in a communal approach to learning. Students will learn through inquiry-based investigation, researching past and present theories, collecting data for further exploration, analyzing/classifying/comparing scientific elements as well as evaluating their findings. Technology will be a key tool in orchestrating these learning opportunities for our students. Students will have the ability to communicate globally via Internet with students across the globe, which ultimately will increase their understanding of the various cultures and value systems in the world today. Teachers then can use the information gathered by the students to show the evolution of science throughout history.

Our Goal is to equip our students with a strong educational foundation that is culturally rich and engages students to explore new boundaries of scientific methods such as environmental awareness. By developing partnerships with academic institutions and community-based organization, the school will receive the needed support to enhance the educational experience for all students. Our school has become highly technological and scientifically consciences through our partnership with the community organization, which will help support our teachers through professional development. Moreover, students will expand their knowledge base through exploratory learning and real life application. The mission of the General D. Chappie James Middle School of Science is to provide students with a highly developed, culturally rich, environmentally conscience educational foundation that challenges past and present scientific theories in order to gain a deeper understanding into the evolution of science. By revisiting the essential questions daily, students will be able to track the changes in science over time.

It is our responsibility to instill a sense of self-worth and highlight major steps of success. Our students will learn how to invest in themselves while learning from the experiences of influential figures, past and present. This information is essential in building their self-confidence, which of course is needed to be successful at all levels.

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:	General D. Chappie James Middle School of Science			
District:	23	DBN #:	23k634	School BEDS Code: 332300010634

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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						87	91		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6		87	70	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7		68	77			77.3	79.4		
Grade 8		79	60						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total		235	207			0	2		
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(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		37	26						
No. in Collaborative Team		0	0	Principal Suspensions		66	25		

DEMOGRAPHICS							
Teaching (CTT) Classes							
Number all others		10	14	Superintendent Suspensions		29	16
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)			
(As of October 31)				2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes				CTE Program Participants			
# in Dual Lang. Programs				Early College HS Participants			
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(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			
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			
(As of October 31)				2007-08	2008-09	2009-10	
				Number of Educational Paraprofessionals			
				70			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)			
(As of October 31)				2007-08	2008-09	2009-10	
American Indian or Alaska Native				% fully licensed & permanently assigned to this school			
Black or African American				Percent more than two years teaching in this school			
Hispanic or Latino				Percent more than five years teaching anywhere			
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
Male							
Female							

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 type="checkbox"/>	If yes, area(s) of SURR identification:

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<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?
-

What student performance trends can you identify?

After reviewing this year's scores in ELA and math, we feel there needs to be a heavy concentration of skill and strategy based instruction to improve student performance. Only 12% of our students are proficient readers and 12% of students meet the standards in mathematics. However, we collected individual student scores from 2007-08 school year as well as predictive assessments that has helped us gauge our student's progress. After a review of state, city and school assessment data, the following trends have been noted:

I. ELA

- a. In Grade 6 2009-10, there was a higher percentage of 2's (61%) then level 3's (9%). Unfortunately, only 3% of our students scored a level 4. 39% of our students received a level 1 on the ELA state assessment. With improved strategies we anticipate an increase in level 3's and 4's. Our goal is to have 35% of our 6th grade students meet at or above the proficiency mark on the 2011 ELA NYS assessment. 40% of our students that received a level 1 on the state assessment will increase their performance scores.
- b. 88% 7th graders in 2009-10 performed below the standard benchmark for passing. This is a decrease from last year which consideration of the scale scores being increased. By using strategy based instruction we plan on 25% of our 7th grade students performing at or above the proficiency mark on the 2011 ELA NYS assessment. 50% of our students that received a level 1 on the state assessment will increase their performance scores on the ELA NYS assessment.
- c. 2008-09 data shows that 32% of our 8th graders met or exceeded the passing scores. 2009-10 scores show that 17% of our students received a 3 or 4 on the state exam. Our goal this year is to have 20% of our 8th grade students meet or exceed the proficiency mark on the 2011 ELA NYS assessment. 50% of our

students that received a level 1 on the state assessment will increase their performance scores.

II. Mathematics

- a. In comparing 2008-09 results with 2009-10, there was an overall decrease in Levels 3 and 4's by 20%. 88% of our students are performing below the standards. Due to the increase in the scale score state wide, those numbers have to be measured with the growth percentile of each student.

III. Curriculum Areas

- a. As with ELA and Math, curriculum assessment data showed a variation in performance between multiple-choice, short-answer, and extended-response questions.
- b. Throughout the school year, exam scores are analyzed to improve on student weaknesses.

What have been the greatest accomplishments over the last couple of years?

We have accomplished so much in a short duration of time. We have been able to increase our student attendance percentage from 86% to 90.5% and provide a number of academic intervention programs to support student learning. Additionally, we introduced a wide variety of extracurricular activities such as;

- Soccer
- Girls Volleyball
- Wrestling
- Girls and Boy's Basketball
- Double Dutch
- Non-Contact Martial Arts
- Computer Club
- Literature and Poetry Clubs
- Chess
- Music
- Drama

Students to participate before and after school. We have also made great strides in creating a more academic minded school that encourages self discovery and inquiry. Structures that have been put into place (with periodic refinement) that support the academic focus we strive for are as follows:

- The acquisition of a professional mentor for the principal. This mentor works with the principal to continue the refinement of the principal's development as the leader of the school.

- Acquisition of an Assistant Principal who has a strong science background to support the progress of our science program. The AP also a member of our Data Inquiry Team
 - Acquisition of a full-time guidance counselor who addresses the social, emotional, and academic needs of our children
 - The acquisition of a Parent Coordinator. The Parent Coordinator works to engage all parents in the school community in their child's education.
 - Data Inquiry Team that has expanded to include staff members that represent the core academic disciplines. The team has also expanded its role in implementing school-wide initiatives that address student's academic achievement.
 - A constantly improving in-house data collection program with regards to goal setting. (Specific, Measurable, Achievable, Realistic, Time-Bound)
 - Partnerships with sports and science organizations.
-
- Fostering positive peer relationships with grade-levels and school-wide through our Peer Mediation Program, and various school-wide events and trips.
 - Maintaining a 90% attendance rate.

What are the most significant aids or barriers to the school's continuous improvement?

The most significant aids in the school's continuous improvement are having a small school environment, a supportive administration, and focused professional development.

1. The fact that we are a small school allows us to have the ability to focus on individual students through a collaborative practice of staff members working to address both academic and social progress of the students.
2. The administration is supportive to all staff members. They always provide the time to listen to what needs to be said from either individuals, or the team, and works with them collaboratively to address the needs of the students and staff. They ensure that the mission and vision of the school is maintained by setting non-negotiable terms such as professional planning, culture of staff, and culture of students.
3. In terms of professional development, the school consistently evaluates the needs of the staff through various means. It ensures that it provides arranged learning experiences for the staff to grow professionally.
4. The most significant barriers that hinder the school's continuous improvement are:
 - Limited space and funds to support year round academic programs
 - Increasing parental support that's more representative of our student population
 - Low student performance on the ELA and math State assessment
 - Community funds for more technology in our school
 - DOE accountability
 - Quality Review with reference to; developing teacher use of wider variety of data driven differentiated instructional strategies. Identifying ways of building stronger partnerships and community links to support students' personal and

academic growth. Further develop schools structure to ensure that effective teacher's practices and use of resources result in student mastery of current State standards.

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

100% of our teachers will collaborate to develop interdisciplinary curriculum maps with a focus on science that begins to address the Common Core standards. By integrating the curriculum, we are able to increase the level of understanding of science topics in conjunction with other content areas. Lessons are developed across the board to help support science achievement. Students make real life connections which ultimately improves their learning outcomes.

Goal 2

100% of our teachers will meet monthly to develop lessons that promote an interactive and/or engaging learning environment in which students are involved in differentiated activities that incorporate problem solving tasks which require them to utilize their critical thinking skills in an effort to make all students proficient readers as indicated on the NYS ELA Standardized Assessment.

Goal 3

100% of our math teachers will further develop their pedagogical skills through professional development that focuses on strategies that target the students that scored below the passing criteria as measured by the NYS Math Standardized Assessment and our beginning of the year assessment.

Goal 4

To increase the attendance percentile to 90% with additional focus on student lateness. By doing this, students will receive more instructional time in the classroom which ultimately helps to improve student achievement in all academic areas.

Goal 5

By providing professional development on classroom behavior management monthly, incorporating advisory and mentoring programs and student and parent workshops about school wide behavior expectations, the amount of disciplinary incidents on the online reporting system will again decrease by 25% thus creating a safer school

environment for all members of the school community for the 2010-2011 academic year.

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): Interdisciplinary Units/Curriculum (All Subjects)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Through a series of professional development opportunities, we will increase our weekly grade level and subject area common planning periods by 1 period. 100% of our teachers will collaborate to develop and implement the interdisciplinary curriculum maps with the main focus on science, mathematics and technology (STEMS). Evidence of this will be in their daily lesson plans, classroom activities and monthly learning display boards. With science being the core of our school’s mission statement, we believe that the development of interdisciplinary units/ curriculum is necessary to maintain the essence and integrity of our school’s purpose.</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"> • Science, math and tech trainer will meet in small group settings with teachers to ensure lesson planning incorporates science and math • Science theme of the month will be posted outside every classroom and all teachers will incorporate such into the modeling of their lessons and monthly learning display boards • Professional Development Opportunities will be available for teachers to collaborate, design and edit Curriculum Maps throughout the year • Teacher Schedules are designed incorporating Common Planning periods for grade and subject areas • Faculty Conference will articulate science and math incorporation expectation for all teachers in terms of their planning and instruction
<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>	<ul style="list-style-type: none"> • ASCD- Understanding by Design Professional Development • Urban Advantage Professional Development • In-house Professional Development

Indicators of Interim Progress and/or Accomplishment

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

- Monthly submission of common planning periods agendas, minutes and attendance
- Schedule of Monthly Professional development Collection of lesson plans
- Observations
- Inspection of revised curriculum maps
- Inspection of monthly learning display boards
- Inspection of updated standard of the week templates /calendar

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 2009-10 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 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): Learning Environment (All Subjects)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase student engagement, teacher goals will focus on lesson planning and instructional model that increase student interaction. 100% of our teachers will meet monthly to develop lessons that promote an interactive learning environment in which students are involved in differentiated activities that incorporate problem solving tasks utilizing their critical thinking skills.</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"> • Schedule weekly, bi-weekly and monthly meetings as part of professional development plan. • Have topics/agendas sheets for every meeting • Weekly walk-thru with cabinet team to ensure an appropriate learning environment • Observation of instruction with feedback that reflects student engagement • Assign a mentor to new hires and teachers that need additional support • Faculty meeting and professional development that directly target the above goal
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Professional Development • Mentoring periods for new teachers
<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"> • Agendas, Sign In Sheets from Cohort and Common Planning Meetings • Calendar and schedules that reflect weekly and monthly meetings, with all sign in sheets • Log of observation reports and snapshots • Entry on line to our Engrade reporting system which enables teachers to share instructional practices

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 2009-10 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 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): 8th Grade Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of our 8th grade math teachers will further develop their pedagogical skills to assist our lowest 1/3 7th grades improve their math scores. After we receive the results we can better develop numerical goals. After analyzing the 2008-2009 6th grade NYS math assessment scores, we realized that many of our 6th grade students underperformed due to their deficit in fundamental math skills. As a result, we have made our 7th grade students a priority goal in math for the 2009-2010 school year and now we want to further continue to track the progress of this group of students.</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"> • Hire a math cluster or assign an ATR to work specifically with our 6, 7 and 8th grade students to give additional support • Provide professional development opportunities for our math teachers • Differentiate instruction within each class to ensure group and individual needs are being targeted • To create an after school and weekend program that uses technology to engage students in math content • To structure common planning into teachers schedules to analyze the ARIS, Acuity and teacher made data to increase the effectiveness of individual instruction • To encourage teachers to experiment freely with their “new” ideas of how to use technology to engage students in mathematics. • Access item analysis information from benchmarking to determine process and content strands most in need of attention for individual students • Monitor results of Periodic/Predictive Assessments in Mathematics three to four times a year for grade 8 • Administer Mathematics Unit Assessments • Provide small group instruction for Grade 8 students most at risk during the instructional day as well as after school programs • Gather data from Benchmark assessments to design instruction to address identified areas of need • Adhere to pacing calendars for the curriculum • Participate in grade and 1:1 conferences where student progress and successful practices are shared • Develop ARIS communities where teachers share ideas and strategies

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • ARIS • ACUITY (Periodic Assessments) • Professional Development (In-house and outside resources) • Common Planning periods and professional periods for planning and small group instruction • Per Session for Saturday program • Funds allocated for Math technology programs • Budget allocated for PD and Math cluster/Science trainer as well as after school programs that target math
<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"> • Schedule that reflects additional support for 8th grade students and professional teaching opportunities • Review teacher goals and self reflection documents • Review records of student groups and individual goals • Sign-in sheets and student attendance records for after school and weekend courses • Log into ARIS to review notes from teacher Blogs • Technology Enabled Active Learning Classroom is set up in math rooms • Faculty Conference Notes and PD Meeting Agendas and Minutes include math focal points • Collection of lesson planning to ensure differentiated and rigor in the classroom • ARIS is used to track team entries, reflections, etc.

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 2009-10 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 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): Attendance/Lateness

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, all students will demonstrate progress towards achieving State standards as measured by 5% increase in students scoring at level 1 and 2 on the NYS ELA assessment.</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>	<ul style="list-style-type: none"> • After school programs that assess students periodically through the year to track progress • Differentiating the instruction to meet the needs of individual students • AIS push in and pull out program • Test preparation strategies woven into daily instruction • Professional develop that helps teachers to target low performing students in ELA • Purchase State related materials
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • ARIS • ACUITY (Periodic Assessments) • Professional Development (In-house and outside resources) • Common Planning periods and professional periods for planning and small group instruction • Per Session for Saturday program • Funds allocated for Math technology programs • Budget allocated for PD
<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"> • Review teacher goals and self reflection documents • Review records of student groups and individual goals • Sign-in sheets and student attendance records for after school and weekend courses • Log into ARIS to review notes from teacher Blogs • Predictive, ITA's, unit assessments and teacher made test • Faculty Conference Notes and PD Meeting Agendas and Minutes include math focal points • Collection of lesson planning to ensure differentiated and rigor in the classroom • ARIS is used to track team entries, reflections, etc.

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 2009-10 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 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): School Safety and Discipline

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By providing professional development on classroom behavior management monthly, incorporating advisory and mentoring programs and student and parent workshops about school wide behavior expectations, the amount of disciplinary incidents on the online reporting system will again decrease by 20% thus creating a safer school environment for all members of the school community for the 2010-2011 academic year.</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"> • Hire additional staff (school aide and Dean) to monitor student transition and behavior • Provide more professional development on classroom management • Assign mentors to new hires to assist in establishing student expectations • Provide students behavioral workshops that layout school wide expectations • Assign routine patrols for school safety agents • Develop parent workshops that focus on raising middle school child • Guidance intervention for students that have been identified as needing support • Implementation of an advisory program that focuses on character education • Introduction of teacher-student mentoring program (Big Brother/Sister Program) • Provide more after school clubs and sports to help channel positive energy
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Professional Development (In-house and outside resources) • Budget allocation set aside for additional support personnel • Budget allocation set aside for parent incentives to attend parent workshops • Budget allocations set aside for per session for after school clubs and sports

Indicators of Interim Progress and/or Accomplishment

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

- **Monthly safety meetings with agenda that address postings and reports**
- **Logs of intervention sessions with students**
- **Signed student attendance sheets for advisory groups**
- **Schedule of sporting and club events**
- **Budget that reflects new hires and after school programs that support student interest**
- **Professional development agenda and minutes that support classroom management**
- **Parent sign in sheets from parent engagement workshops**
- **Monitoring and reporting ORRS reports monthly at safety, cabinet and SLT meetings**

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	10	15	0	0	10	0	0	0
7	30	45	10	0	14	0	0	0
8	25	45	10	0	13	0	0	0
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:	<p>A.I.S in ELA is being implemented in several different ways: Extended-Day and After school Intervention services are provided Monday through Wednesday from 2:20pm-3:20pm in small groups with teachers. Teachers are using Kaplan Test Preparation materials for targeted ELA instruction during the extended-day program. A fourth day of intervention services are being provided on Thursdays to those students who are included in the Data Inquiry Team’s target population of students. These students are using STARS materials for ELA instruction.</p> <p>A special ELL’s intervention is also provided to students who are ELL’s mandated. We are using various instructional materials. Students are being provided systematic instruction in reading, writing, and vocabulary.</p> <p>Within the instructional blocks, teachers will differentiate their lessons to meet the needs of every student. Students build reading comprehension skills through modeled and independent reading of core content, novels on their independent reading levels, and anthologies.</p> <p>Small Group instruction is offered in the form of SETTS (pull out and push-in academic resource support).</p> <p>This year we introduced our “Hidden Planet” program to provide additional academic support in ELA and literacy to the lowest achieving students in all grades. This group meets on Thursdays after school and on Saturdays, where they work to improve their skills in literacy by reading and creating their own graphic novels.</p> <p>Additionally, parents are provided Progress Reports to ensure early notification of on-going instructional needs.</p>

Mathematics:

A.I.S in mathematics is being implemented in several different ways: Extended-Day and After school Intervention services are provided Monday through Wednesday from 2:20pm-3:20pm in small groups with teachers. Teachers are using STAMS Test Preparation materials for targeted mathematics instruction during the extended-day program. A fourth day of intervention services are being provided on Thursdays to those students who are included in the Data Inquiry Team’s target population of students. These students are also using STAMS materials for mathematics instruction.

A special ELL’s intervention is also provided to students who are ELL’s mandated.

Within the instructional blocks, teachers will differentiate their lessons to meet the needs of every student. Students build skills in mathematics through whole class, group, and independent practice of foundational skills as well as receiving support when working to understand grade level content.

Small Group instruction is offered in the form of SETTS (pull out and push-in academic resource support).

A Hidden Planet program has been implemented to provide additional academic support in mathematics to the lowest achieving students in all grades. This group meets on Thursdays after school and on Saturdays, where they work to improve their skills in mathematics by using educational math software.

A Saturday Academy will also been implemented to provide additional enrichment in mathematics to select students.

This year, students in the 7th grade receive 4 additional periods of math to help support and increase student achievement.

Parents are provided Progress Reports to ensure early notification of on-going instructional needs.

Science:

A.I.S in science is being implemented in several different ways: In school Intervention services are provided daily in small groups with teachers. Teachers are also currently being trained in the Urban Advantage program, which will provide additional resources and the opportunity for students to participate in a city-wide Science Fair. A Saturday Academy will also been implemented to provide additional enrichment in the sciences to select students.

	Parents are provided Progress Reports to ensure early notification of on-going instructional needs.
Social Studies:	<p>AIS in social studies is being implemented in several different ways: In school Intervention services are provided daily in small groups with teachers within their instructional blocks. Within students' Humanities classes, they are receiving content based literacy instruction through the use of RTI (American Reading Company) leveled trade books.</p> <p>Parents are provided Progress Reports to ensure early notification of on-going instructional needs</p>
At-risk Services Provided by the Guidance Counselor:	<p>The school guidance team provides group & individual counseling that focuses on conflict resolution and crisis intervention and applying strategies for dealing with issues such as peer pressure, self-image, and substance abuse. Select students are also pulled out for advisory groups that allow them to openly discuss issues that they may be having at home or within the classroom.</p> <p>The school guidance team also participates in class visits & act as a resource for teachers & parents. This team also serves as case Managers for PPT, assist with attendance monitoring & intervention services, provide child abuse prevention & intervention, address issues relating to students in temporary housing, and are responsible for sending referrals to outside agencies & services (ex: FAP; family counseling, & academic services).</p>
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
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.

- 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.

IS 634K is located at 76 Riverdale Dr. in the Brownsville section of Brooklyn, NY. The school opened in the 2008-2009 school year – it is a small school. The school currently has an enrollment of 239 students. There are 6 English Language Learners, which constitute 3% of our population. Our ELL population consists of 4 Spanish speakers, 1 Yemeni Arabic speaker, and 1 Fulani speaker. 3 of our 6 ELLs have IEPs that indicate that ESL services are an inappropriate match for their individual needs. Therefore, our ESL teacher regularly serves 3 ELLs. Based on the low population of ELLs, spread across multiple grades and levels, ELLs receive pull-out ESL services.

In addition to a full program which includes ELA, Math, Science, and Humanities, students participate in art, physical education, technology, library and a variety of after school clubs, ELLs participate in a push-in/pull-out ESL program. The teachers work collaboratively with the cluster teachers and service providers to integrate across curriculum areas. English Language Learners receive between 180 and 360 minutes of push-in and pull-out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. The pull-out services are provided to Heterogeneous groups of students.

The ELL teacher works in collaboration with the classroom teachers, the Knowledge Network LSO, and her school based mentor to ensure that all ELLs are receiving the appropriate services based on their mandated service requirements. All of our ELLs (SIFE, newcomers, long-term, and those with special needs) receive their allotted ESL minutes per week. The ESL teacher, the classroom teachers, and the support staff work to ensure that all content is appropriately scaffolded to reflect the various needs of our ELLs. Our ELL services are provided in small groups. The small group model gives the ESL teacher an opportunity to work closely with all students and differentiate material as needed.

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.

All of our teachers attend the ISC professional trainings. We attend the staff development at our LSO, ISC, Atlas, C-Pas College Knowledge, in house grade level team PD, grade level team leaders PD. In addition, the ELL teacher attends monthly trainings through our Knowledge Network Learning Support Organization. These monthly trainings cover a wide range of topics including differentiated and academic language development strategies. Our ELL teacher has also taken advantage of several PDs offered by the BETAC at Long Island University’s Brooklyn Campus on topics ranging from ELL intervention techniques to scaffolding ELL learning in content area instruction

Section III. Title III Budget

School: _____ BEDS Code: _____

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
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.

In order to determine our written and oral interpretation needs, all parents at IS 634K fill out a Home Language Identification Survey. Even if a child is determined to be English Proficient based on their LAB-R or NYSESLAT scores, we recognize that many parents are more comfortable communicating in their native language and we strive to provide all school information in the preferred language. Upon entering IS 634K, parents are greeted with a sign that explains our willingness to communicate in the language of their choosing. This sign is written in all of the languages present in our school community

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.

At IS 634K, we have several languages represented in our parent population. Presently, we have 5 Spanish-speaking parents, 1 Arabic speaking parent, and 1 Fulani speaking parent. In order to communicate with these important community members, we provide oral and written translation services. Our pupil secretary and all other office personnel have been informed of our parent language needs. Our ELL teacher works to make sure all materials are sent home in the preferred language.

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.

When an important update needs to be sent home, the ELL teacher and the Parent Coordinator work together to ensure that the documents are translated in a timely manner. On the occasion that the DOE has a pre-translated version of a document (as is the case with many ELL parent notifications), we take advantage of the multiple languages already provided. In all other instances, we contact the DOE translation services well in advanced so that all parents receive the same information from the school

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

The majority of our oral interpretation services have been provided by the DOE phone services. We have occasionally used a Spanish-speaking staff member. For the state math test, we used an outside oral interpretation service for our Yemeni Arabic speaking student because the test was not offered in his native language.

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>.

As a new school, we are working to ensure that all of our parent translation needs are reflected in ATS and on student emergency cards. We will continue to make our translation services known to the school community with our translation services sign in the front entrance. In addition, at our parent fair in early September, we will give all parents translated versions of the Bill of Parent Rights and Responsibilities

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:	\$206,538	\$31,125	\$237,663
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$311	0	\$311
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

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.

MS634 plans to implement the following:

- The school will implement programs, activities and procedures for the involvement of parents. These programs, activities and procedures will be planned and implemented through meaningful consultation of participating parents.
- In carrying out the Title I School-Wide Program requirements, the school will provide full opportunities for the participation of parents with limited ELL students, parents with disabilities, and parents of migratory children.
- The school will involve the Parent-Teacher Association Executive Board in decisions about how the 1 percent of Title I funds reserved for parental involvement are spent.
- The school will be governed by the following definition of parental involvement: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities.

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

School Responsibilities

MS 634 plans to:

1. Provide parents reasonable access to staff. Staff will be available to meet with parents upon request at a mutually agreed upon time and at parent teacher conference nights. These conferences will be held twice yearly.
2. Provide high-quality curriculum and instruction in a supportive and effective learning environment.
3. Provide parents with frequent reports on their child's progress. The school will provide progress reports midway between each marking period.
4. Provide parents opportunities to volunteer and participate in their child's school, and to observe classroom activities. Parents may consult with the PTA to learn about volunteer opportunities at the school.
5. Provide to each parent an individual student report about the performance of their child on the State assessments in mathematics and English Learning Arts. The Parent Coordinator will also provide a workshop to better understand the test results.
6. We plan to hold an annual meeting to inform parents of the school's progress and that of the students. The school will convene the meeting at a convenient time to parents needs.

Parent Responsibilities:

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

- Staying informed about our child's education and communicating with the school by promptly reading all notices from the school or the school district either received by our child or by mail and responding, as appropriate.
- Monitoring attendance and lateness of our child.
- Making sure that our child's homework is completed and the student planner and agenda is signed by an adult in the house (parent/guardian).
- Monitoring the amount of television our child watches.

- Volunteering in our child's school.
- Participating, as appropriate, in decisions relating to our child's education.
- Promoting positive use of our child's extracurricular time.
- Adhere to the schools Student and Parent Handbook.

Student Responsibilities:

I will:

- Do my homework every day and ask for help when I need to.
- To finish and complete all homework in all content areas.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- To follow and adhere to all behavioral expectations listed in the Student Handbook.
- Adhere to the school's Student and Parent Handbook.

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.

MS 634 will bi annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

MS 634 will use disaggregated student results on State and City assessments, interim assessments, unit assessments, and multiple classroom-level measures to assess the achievement of students in relation to the State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and cadet satisfaction. The aforementioned data will help schools to determine which educational programs need to be improved.

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.

As a School wide Program school, MS634 plans to use effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:

- Emphasis on professional development to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- Implementation of innovative approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- The use of culturally balanced instructional programs and materials.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, and science.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with updated instructional practices.
- Use of all available data, including disaggregated State and City assessments, interim assessments, trimester assessments, and multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.

3. Instruction by highly qualified staff.

- a. Teachers will be assigned to their area of certification when scheduling consistent with State regulations.

- b. Providing options/methods/PD for teachers who are not HQ to become HQ through conversion programs and utilizing school's 5% Title I set aside.
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.
 - Staff development from qualified personnel will help to build the knowledge base for teachers which will ultimately increase student performance.
 - Supporting new teachers through a New Teacher Mentoring Program, Knowledge Network Support, and UFT Teacher Center.
 - Teachers will use inter-visitation opportunities to help support and improve their own teaching practice.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Providing options/methods for teachers who are not HQ to become HQ by utilizing school's 5% Title I set as
6. Strategies to increase parental involvement through means such as family literacy services.
 - Parents are encouraged to be active in their child's academic experiences. They will sign the parent handbook that becomes a document which "binds" the parents to certain expectations that the school has of them.
 - Parents will be provided with various opportunities to participate in workshops on healthcare, Academic Intervention Service (AIS), and childcare.
 - Parents will be encouraged to participate in various school functions that celebrate student achievement, diversity, and community.
 - Parents will communicate via email and school website to increase parent involvement.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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

- Utilization of the school’s cabinet team to assist in directing academic progress of individual students. The Cabinet consists of the Principal, Assist Principal, Guidance Counselor, Parent Coordinator, and Secretary.
 - Utilization of the school’s Data Inquiry Team. Here members analyze data to inform decision making around student learning. The team consists of teachers and administration.
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.

We will use disaggregated State and City assessments, interim assessments, Unit assessments, and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge

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.

The District will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School-wide Program.

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

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

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.

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	✓			\$206,538	✓	15-24; 45; 30-32
Title I, Part A (ARRA)	Federal	✓			\$31,125	✓	15-24; 45; 30-32
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal	✓			\$49553	✓	15-24; 45; 30-32
IDEA	Federal	✓			\$1450419	✓	15-24; 45; 30-32
Part D TITLE I TARGETED ASSISTANCE SCHOOLS							

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

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

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

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:

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.

- 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.)

We presently have 3 students that are in temporary homes.

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

We provide counseling and community programs that include mentorships, tutorials and extra curricular activities. Teachers are readily available to support students before and/or after school for tutoring.

Part B: FOR NON-TITLE I SCHOOLS

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

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	General D. Chappie James Middle School of Science					
District:	23	DBN:	23K634	School		332300010634

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			88.6	89.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	87	66	56				
Grade 7	68	76	75				
Grade 8	79	64	71				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	2	2				
Total	235	208	204				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		95.9	91.8

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		97.4	87.5

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		8	10

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		0	2

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	37	32	28	Principal Suspensions		66	25
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions		29	16
Number all others	10	16	17				

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		17	20
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		6	5
# receiving ESL services only	2	5	TBD	Number of Educational Paraprofessionals		1	5
# ELLs with IEPs	2	5	TBD				

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
		2	18	% 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		5.9	25.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		65.0	60.0
American Indian or Alaska Native	0.9	0.5	0.0	% core classes taught by "highly qualified" teachers		100.0	92.8
Black or African American	87.7	86.1	87.7				
Hispanic or Latino	10.6	12.5	11.8				
Asian or Native Hawaiian/Other Pacific	0.4	0.5	0.5				
White	0.4	0.5	0.0				
Male	54.5	58.2	57.4				
Female	45.5	41.8	42.6				

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: v	Graduation Rate:

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	vsh	vsh	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	D	Overall Evaluation:					P
Overall Score:	28.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	6	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:	2.9	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	17.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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 Cluster 3	District 23	School Number 634	School Name General D. "Chappie"
Principal Mr. Willis Perry		Assistant Principal Ms. Carolyn Monereau	
Coach		Coach	
Teacher/Subject Area Ms. Emily Wendlake/ESL Teacher		Guidance Counselor Ms. Melissa Martin	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Ms. LaWanda Key	
Related Service Provider Ms. Eda Brooks/Speech		Other	
Network Leader		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	200	Total Number of ELLs	8	ELLs as Share of Total Student Population (%)	4.00%
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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.

When a new student arrives at IS 634K, the parent is given the Home Language Identification Survey (HLIS). If the HLIS survey indicates that the student needs to be evaluated for ELL services, we give that student the LAB-R and the Spanish LAB (if applicable) and place the child in appropriate services within 10 days of arrival. We immediately inform the parent of their child's mandated ELL services and the various services models in person and in writing (in their native language).

As soon as a student is placed in ESL services based on their hand scored LAB-R scores (which are stored in the ESL teacher's compliance binder), the parent is notified about the evaluation results and the various ELL service models. After an orientation, parents are given a survey that asks them to rank their preferred service model. The surveys are stored in the child's cumulative file with an additional copy stored in the ESL teacher's compliance binder. Parents are aware of the fact that at this time, IS 634K only provides pull-out ESL services and based on survey results, parents are satisfied with ESL services. However, parents are also made aware that they are able to choose whichever service model they are most comfortable with and as a school, we will work to ensure that their preference is met.

We have an ELL Parent Orientation planned for November 2010. As we review the language needs of our parents, we will arrange for the appropriate translators to be present at the orientation. At the orientation, representatives of IS 634K will explain the process by which the New York City DOE identifies and services ELLs. We will also explain the different services models available to ELLs in New York City public schools. As ELLs continue to be identified throughout the school year, parents will be given the opportunity to view a parent orientation DVD. This DVD presents ELL placement options clearly and objectively and is offered in nine languages. In addition, all parents are given parent choice brochure in their native language.

Based on parent surveys, informational letters, and conversations with parents, all current ELL parents are aware of their program choices and comfortable with the Pull-out ESL program that we provide. As a school, we are aware that we need to offer a bilingual program if there are 15 or more students on one grade level who speak a common language other than English. If we have a drastic increase in our ELL population in the coming years, we will begin to explore that option.

Carolyn Monereau and Emily Wendlake are responsible for conducting the initial screening and administering LAB-R. Mrs. Monereau has SAS certification and Special Ed. license. Ms. Wendlake is ELL/Sp. Ed certified with experience administering LAB-R.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional														0

Bilingual Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	3
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3		1	3		1	2		1	8
Total	3	0	1	3	0	1	2	0	1	8

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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							3	1	1					5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1	0	1					2
French								1						1
Korean														0
Punjabi														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
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	4	2	2	0	0	0	0	8

Part IV: ELL Programming

A. Programming and Scheduling Information

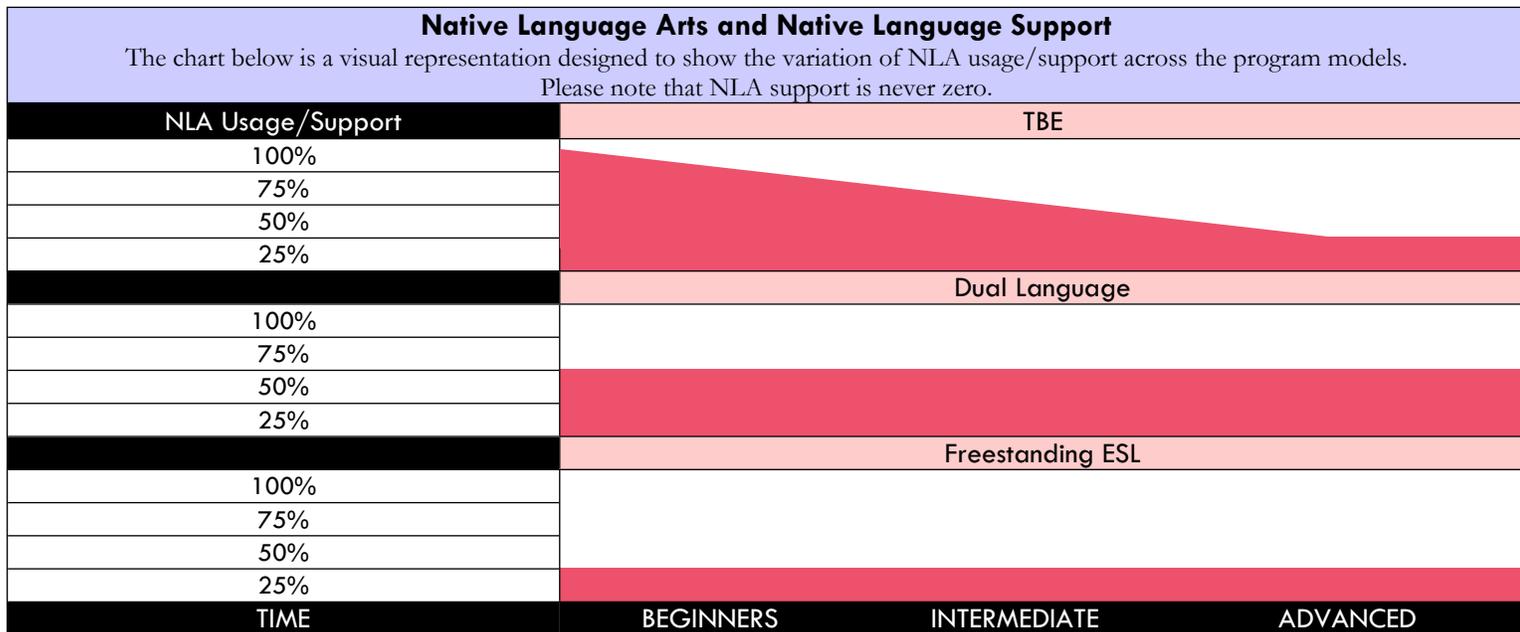
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one 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.

We have a freestanding Pull-Out ESL program in which ELLs participate in addition to a full program which includes 90 minutes or block of ELA and 90 minutes of Math every day, five periods of Science a week, and three periods of Social Studies a week. The teachers work collaboratively with the cluster teachers using the workshop model and balance literacy approach. Service providers integrate across curriculum areas to ensure understanding. Writing is integrated in all subject areas. Students transition together to all subject areas. Classes are structured homogeneously in ELA to help target areas of need. English Language Learners receive between 180 and 360 minutes of Pull-Out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. The Pull-Out services are provided to heterogeneous groups of students. All students, including ELLs, receive additional support services in our extended day program based on a careful review of data.

The ELL teacher works in collaboration with the classroom teachers, the resources available through Cluster 3, and the administration to ensure that all ELLs are receiving the appropriate services based on their mandated service requirements. All of our ELLs (SIFE, newcomers, long-term, and those with special needs) receive their allotted ESL minutes per week. The ESL teacher, the classroom teachers, and the support staff work to ensure that all content is appropriately scaffolded to reflect the various needs of our ELLs. Our ELL services are provided in small groups. The small group model gives the ESL teacher an opportunity to work closely with all students and differentiate materials as needed. We have such a small ELL population that instruction can be modified on an extremely individualized basis to meet each student's specific needs.

	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



B. Programming and Scheduling Information--Continued

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

Students in grades 6, 7, and 8 are engaged in an interdisciplinary curriculum that spirals around science. Science connections are made in other curriculum areas such as math, social studies, ELA, technology, etc. A great deal of work is done with vocabulary and connecting ideas are included in daily lessons. We use the Impact Mathematics curriculum that is supplemented with assessment-based materials. There is also an emphasis on vocabulary in this program, with some work in the etymology of key math terms. Science is taught in a hands-on manner, which allows all students the opportunity to have experience with various concepts. ELLs fully participate in all curriculum areas, including physical education, technology, Spanish as a foreign language, and music. All of our identified ELL students attend AIS classes three days a week, 45 minutes a day for ELA, science, and math support. Technology is used to help ELL students in reading with the use of vocabulary and language programs. We are able to track the students growth by BOY and interim assessments. The data team reviews scores and shares with core teachers for future planning and individualized instruction. They also attend weekly Saturday science academy, which allows them a chance to interact with the curriculum in a different environment. Our Saturday program helps new students build relationships with old in an small group setting.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Our certified ESL teacher attends Cluster 3 professional developments. In addition, we take advantage of the professional developments offered by the Brooklyn/Queens BETAC, including topics such as, The Common Core Standards: Preparing Teachers of ELLs for the Long View and What you need to know about Response to Intervention (RTI) and English Language Learners. Additional PD are provided by our CFN that address new strategies that target our ELL student body. Special Ed., general ed., paras participate in our PD's on balanced literacy, differentaited instruction which ultimately effect the outcome of student results. These PDs target general, special ed. and ELLs. Our guidance counselor attends transitional PDs to ensure that students are prepared to meet the challenges of high school. Afterwards, students are involved in individaul and group counseling sessions that address the challenges of the change of school.

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?

Throughout the year the staff communicates with ELL parents in their native language through informational packets and home mailings. A translator is present when there is an IEP meeting or whenever a parent has a question. We have taken advantage of the telephone translation services for Parent Teacher Conferences and other parent meetings. We are looking into community partnerships that provide more support for ELL parents. However, our partnership with the Brooklyn Recreational Center has opened up learning opportunity to all of our students including ELLs. Parents will be invited to participate in a culminating event to end the year.

We have a Parent Association Committee and a SLT committee. ELL students and their parents are invited to participate. Yearly surveys evaluate our support of parents and students. These surveys are reviewed by our inquiry team.

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	1					2
Intermediate(I)								1	1					2
Advanced (A)							3		1					4
Total	0	0	0	0	0	0	3	2	3	0	0	0	0	8

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				

New York State Regents Exam

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

Native Language Tests

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

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

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

teacher and the supporting content area teachers will adjust instruction and differentiation to support the students in their areas of weakness. Currently, we are focusing most diligently on improving the scores on the reading and writing portion of the NYSESLAT while continuing to work consistently to maintain our students' strong performances in the speaking and listening components of the exam.

There are a high number of ELLs who have Level I and II scores on content area assessments, with a demonstrated increase in scale score. There is projected growth to improve ELL student performance to Level II and III.

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		