



**[INWOOD INTERMEDIATE SCHOOL 52]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

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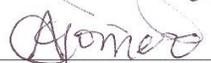
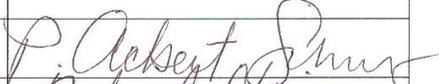
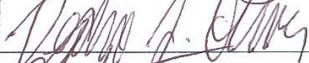
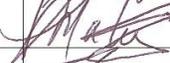
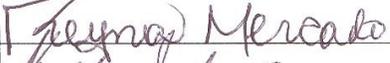
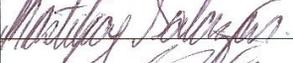
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**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**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 representatives are not counted when assessing the balance), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members 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 Chancellor's Regulations A-655 on SLT's; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Dr. Salvador Fernandez	*Principal or Designee	
Zachariah Plotkin	*UFT Chapter Chairperson or Designee	
Maria Rivera	*PA/PTA President or Designated Co-President	
Yaribel Areza	Title I Parent Representative (suggested, for Title I schools)	
Arlene Gomez	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Pamela Ackert-Schons	Member/Teacher	
Pedro Oliver	Member/Teacher	
Jeannete Matos	Member/Parent	
Reyna Mercado	Member/Parent	
Castilia Salazar	Member/Parent	
Verdi Acosta	Member/Parent	

\* Core (mandatory) SLT members



### **SECTION III: SCHOOL PROFILE**

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

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

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Inwood Intermediate School 52 is one of the largest middle schools in New York City with 738 students enrolled from grade 6 through 8. The student population comprises of 97% Hispanic, 2% Black, and 1% White. The student body includes 38% English language learners, which is a far higher proportion of students than is usual in similar schools. The district's Dominican population is one of the largest in the City and nearly all students speak Spanish at home. At just over 20% there are fewer special education students than found in similar and City schools. The proportion of students who are Title 1 eligible at 92% is comparable to that of other similar schools in the district but much higher than other City schools. The average attendance rate for the school year 2009-2010 was 94.1%.

Our 2010-2011 Vision and Mission Statements are as follows:

#### **School Vision:**

I.S. 52 is committed to the positive, sustainable growth of all its stakeholders by providing quality instruction in a safe, nurturing, purposeful, results-driven and culturally diverse environment. We strive to empower students, parents, and staff to reach their potential and become active participants in the life-long process of learning.

#### **School Mission:**

I.S. 52 is committed to supporting all stakeholders in, and providing the resources for, attaining our school vision. The staff will work collaboratively and receive the professional development necessary to enhance the curriculum to ensure that it meets the needs of all types of learners. We will strive to create an environment where students feel safe to challenge themselves academically as they gain the tools that will enable them to become lifelong learners.



**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					
<b>School Name:</b>	J.H.S. 052 Inwood				
<b>District:</b>	6	<b>DBN #:</b>	06M052	<b>School BEDS Code:</b>	310600010052

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	X 6	X 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	X Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					94.0	94.1	94.1		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					93.3	93.1	94.2		
Grade 4									
Grade 5	89	101	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	220	249	240	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	276	280	292		82.3	85.0	93.9		
Grade 8	323	282	288						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					6	93	7		
Grade 12									
Ungraded	14	7	8	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	922	919	828		50	57	34		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	71	66	47				2009-10		
No. in Collaborative Team Teaching (CTT) Classes	17	27	53	Principal Suspensions	0	11	1		
Number all others	44	56	50	Superintendent Suspensions	18	15	13		
<i>These students are included in the enrollment information above.</i>									
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0		

**MAY 2010**

DEMOGRAPHICS							
# in Trans. Bilingual Classes	162	142	100	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	74	114	140	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	33	35	76	(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	89	81	78
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	21	16	9
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	9
	13	13	15%				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.1	0.1	Percent more than two years teaching in this school	82.0	91.4	91.4
Black or African American	3.0	2.7	2.7	Percent more than five years teaching anywhere	61.8	74.1	80.2
Hispanic or Latino	95.7	96.2	96.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.4	0.2	Percent Masters Degree or higher	84.0	91.0	93.8
White	0.5	0.5	1.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.8	74.9	76
Multi-racial							
<b>Male</b>	51.0	52.1	54.5				
<b>Female</b>	49.0	47.9	45.5				

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

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

MAY 2010

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>			<b>Secondary Level (✓)</b>			
	ELA:			ELA:			
	Math:		✓	Math:			
	Science:		✓	Grad. Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>Student Groups</b>							
<b>All Students</b>	X	✓	✓	-	-		
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	-	-	-				
Hispanic or Latino	X	✓		-	-		
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	X	✓					
Limited English Proficient	X	✓					
Economically Disadvantaged	X	✓					
<b>Student groups making AYP in each subject</b>	0	5	1	0	0		
<b>Key: AYP Status</b>							
✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>							
<i>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>							
<i>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</i>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	63	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	7.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.0	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?
- 

### **Student Performance Trends**

There are several student performance trends regarding our ability to meet the needs of all our students. Overall, our Progress Report shows 38.4% of our students are proficient, scoring at levels 3 and 4, in mathematics and 26.1% are proficient, scoring levels 3 and 4, in ELA. In our school, 74% of our lowest third of students demonstrated progress in mathematics and 81% in ELA.

In closing the achievement gap, our lowest third of Hispanic students made exemplary proficiency gains in ELA and our special needs students made gains in mathematics. Our ELL students met the safe harbor target in science; however, our 8<sup>th</sup> grade ELLs and students with disabilities failed to meet the safe harbor target for ELA. As a consequence, our school remains SINI- Restructuring Year 2.

We did not receive a Quality Review during the 2009-2010 school year.

### **Accomplishments**

We have made great strides toward achieving our mission and vision. Our Learning Environment Survey showed gains in several areas: Academic Expectations 8.0 (+0.2), Communication 7.2 (+0.3), and Engagement 7.7 (+.3). The school continued to focus its efforts on improving student attendance and successfully increased student attendance rates from 91.8% to 94.1% for the 2009-2010 school year.

We earned extra credit on our Progress Report for achieving exemplary proficiency gains with our self-contained students in ELA and our SETTTS students in ELA. We also gained additional credits for achieving proficiency gains with our ELLs and also with our self-contained/CTT/SETTS students in ELA.

### **Aids and Barriers to Continuous Improvement**

A significant aid to the school's improvement is the structures that have been put in place. Teachers have been given many opportunities to collaborate and participate in professional development. All major subject areas have been given two periods a week for common planning. Also, teachers have been scheduled to allow for twice-weekly Teacher-Team meetings. They meet with their students' other subject-area teachers and are able to develop integrated curricula, discuss students' emotional/social/academic growth, and engage in inquiry-type explorations of student learning. These meeting times increase our school's capacity to develop teachers professionally and discover the instructional implications of student data in order to successfully deliver targeted instruction.

One of the largest barriers the school faces is a large budget deficit. By eliminating homerooms, the school was able to create the previously mentioned professional development time for teachers without decreasing the number of periods teachers were in the classroom—therefore; it had no effect on the budget. However, in the face of decreasing student enrollment and budget cuts, the school's deficit has grown and will require reprogramming and a readjusting of priorities. This impacts our ability to purchase supplies and instructional materials, pay for after-school and programs, and maintain partial and out of the classroom positions for instructional support, professional development, guidance, and pull-out/push-in intervention programs. This is especially difficult because our school has such an extraordinarily high population of ELLs – 34%, which require more support. These programming adjustments and cuts can have a serious impact on student achievement. However, the staff is working together to find grants to supplement our deficit and other ways to support our students.



## SECTION V: ANNUAL SCHOOL GOALS

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

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

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<b>Annual Goal</b>	<b>Description</b>
By June 2011, 50% of Level 1 ELA students (approximately 60 students) will achieve level 2 or higher on the state ELA exam.	After conducting our needs assessment, the SLT determined that 85% of our students met promotional criteria in ELA. The SLT agreed that increasing achievement in ELA should become a school goal.
By June 2011, 50% of Level 1 math students (approximately 50 students) will achieve level 2 or higher on the state Math exam.	After conducting our needs assessment, the SLT determined that 85% of our students met promotional criteria in mathematics. The SLT agreed that increasing achievement in mathematics should become a school goal.
By June 2011, 45% of students with disabilities (approximately 25 students) will achieve level 2 or higher on the state ELA exam.	After conducting our needs assessment, the SLT determined that 55% of our students with disabilities did not meet promotional criteria in ELA. The SLT agreed that increasing achievement in ELA for students with disabilities should become a school goal.
By June 2011, 50% of ELL students (or approximately 25 students) will achieve level 2 or higher on the state ELA exam.	After conducting our needs assessment, the SLT determined that 50% of our ELL students did not meet promotional criteria in ELA. The SLT agreed that increasing achievement in ELA for ELLs should become a school goal.

**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.

**English Language Arts**

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 50% of Level 1 ELA students (approximately 60 students) will achieve level 2 or higher on the state ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• A variety for formative assessments, such as student conferences, performance tasks, etc. and a variety of summative assessments, such as Performance Series exams and unit tests will be used to measure content knowledge that will monitor and record student progress throughout the school year.</li> <li>• Acuity exams will be used to monitor student progress two times a year. Both the scaled scores and levels will be used to plan targeted, standards-based instruction and assess student achievement.</li> </ul> <p><b>Curriculum and Instruction</b> The major priorities for our curriculum and instruction can be categorized as either an ongoing effort or a new initiative. Ongoing efforts are the continuation and advancement of the work teachers and staff developers have already begun and new initiatives are additional actions/strategies/activities that school leaders have identified as critical for our success and therefore, need to be implemented this year. The specific actions, strategies, and activities we will focus on are the following:</p> <p><b>Ongoing Efforts:</b></p> <ul style="list-style-type: none"> <li>• ELA Lead Teachers (by grade) will continue to utilize and revise grade level curriculum maps &amp; pacing calendars with the ELA Department teachers to guide standards-based instruction, coordinate skill &amp; content development across the grades, and ensure curriculum is covered and test sophistication is embedded in each unit</li> <li>• ELA teachers will continue to find new ways to differentiate instruction by modifying and adapting content, materials, products, and assessments in order to meet the various needs, interests and learning styles of students</li> <li>• ELA teachers will continue to keep records of student progress in Teacher Assessment Notebooks (TANs) as a means of gauging student progress and leading to curriculum adjustments</li> <li>• ELA teachers will provide additional services during AIS periods and extended day for students who are not making adequate progress (as is now determined by their interim assessments)</li> <li>• ELA teachers will continue to set class goals for their students, using interim benchmarks to determine progress throughout the year.</li> </ul> <p><b>New Initiatives:</b></p> <ul style="list-style-type: none"> <li>• ELA teachers will use the I.S. 52 school-wide rubrics to focus and improve their data management, lesson planning &amp; instruction, and classroom environment &amp; management in order to maximize learning opportunities for all students.</li> <li>• ELA teachers will learn to develop and use various forms of formative assessments to effectively ensure students are making appropriate progress towards their individual benchmarks.</li> <li>• ELA teachers will learn to provide critical feedback to students through the use of reading logs, rubrics, exemplary work, portfolio reflections, and peer-review discussions, etc. which will enable students to progress and learn to reflect on their own work.</li> <li>• ELA teachers will learn to develop effective questioning techniques, which will support critical thinking during classroom lessons and tasks.</li> <li>• ELA teachers will learn to use and manage multiple forms of classroom data to assess student learning, identify patterns &amp; trends, inform lesson planning, and monitor student progress.</li> <li>• ELA teachers will plan collaboratively with content area teachers to focus on and connect the links between subjects, and allow the knowledge and skills gained in one subject area to drive the learning in another subject area.</li> </ul>

	<p><b><u>Professional Development</u></b></p> <p>In order to support IS 52's curriculum and instructional priorities, professional development will be provided in the following:</p> <ul style="list-style-type: none"> <li>• Using school-wide rubrics to assess teaching practices and to provide a foundation for all areas of PD, meetings, and other professional conversations within the building.</li> <li>• Using &amp; managing various sources of data to monitor student progress and make appropriate curriculum adjustments.</li> <li>• Developing formative assessments and providing critical feedback to students.</li> <li>• Improving teachers' abilities to ask effective questions during classroom lessons, which will support critical thinking.</li> <li>• Using academic intervention strategies for vocabulary &amp; grammar, reading strategy, and fluency development</li> <li>• Setting class goals for students with interim benchmarks to determine student progress</li> <li>• Developing clear aims for what students are expected to learn in lessons, alongside activities that promote that learning</li> <li>• Differentiating instruction by modifying and adapting content, materials, products, and assessments in order to meet the various needs, interests and learning styles of students</li> </ul> <p>The various structures that will be used to deliver professional development are the following:</p> <ul style="list-style-type: none"> <li>• 90 minutes per week will be spent in Common Planning meetings where ELA teachers will be supported as they make curriculum revisions, analyze data, examine student work, monitor student progress, and plan differentiated instruction</li> <li>• 90 minutes per week will be spent in Teacher-Team meetings where cluster teachers will develop interdisciplinary units, analyze data, monitor student progress, and discuss instructional implications across all content areas.</li> <li>• Teachers will visit classrooms, both at IS 52 and other schools, in order to observe best practices and support each other's learning.</li> <li>• Teachers will engage in study groups with professional writings, research, and books.</li> </ul> <p><b><u>Monitoring &amp; Revision</u></b></p> <ul style="list-style-type: none"> <li>• Regularly reviewing benchmark assessments;</li> <li>• Discussing curriculum and instruction;</li> <li>• Sharing and discussing student work;</li> <li>• Evaluate current activities and strategies; determine which ones raised student achievement;</li> <li>• Communicate with all parties involved</li> <li>• Make only the changes that are necessary.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p><b><u>Budget</u></b></p> <ul style="list-style-type: none"> <li>• Classroom libraries stocked with leveled texts and independent reading materials will be funded with Title 1 money</li> <li>• IDEA Money</li> <li>• Common planning and Teacher-Team meetings will be funded with Title 1 money</li> <li>• Interim and diagnostic assessments will be created by teachers during common planning or are provided at no cost from NYCDOE</li> </ul> <p><b><u>Staffing/Training</u></b></p> <ul style="list-style-type: none"> <li>• ELA Lead Teachers' salaries will be partially paid for with Title 1 money</li> <li>• Professional Development will be paid for with money from the GE Developing Futures grant</li> </ul> <p><b><u>Schedule</u></b></p> <ul style="list-style-type: none"> <li>• PD will be conducted on an ongoing basis, as stated in the I.S. 52 Professional Development Plan. PD will occur within a series of modules and will be differentiated according to teacher needs.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

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

**Evidence**

- Teacher Assessment Notebooks will include: data reports, goal tracking sheets, conference notes, etc.
- Agendas & Minutes from Common Planning, Teacher-Team, Cabinet, and Instructional Team meetings. Next steps and deliverables are assigned during mtgs.
- Inter-class visitations
- Periodic assessments
- Acuity tests will be used to determine students' scale scores and levels and monitor their progress two times per year.

**Interim Progress and/or Accomplishments**

Acuity is a standards-based assessment that evaluates our students.

The periodic assessments include:

- A. Two instructionally targeted Assessments-ITAs in ELA and Math: Given to the students on November 9 and 10, 2010 and March 8 and 10, 2011
- B. A predictive test in ELA and Math that models the NYS test blueprints. It is given to the students on January 25 and 27, 2011.

Using the results of these assessments, teachers can plan instruction and learning activities according to the students' needs. Teachers can differentiate and group students according to the information provided on these tests. Students' data is also helpful to determine who should receive AIS.

Subject/Area (where relevant):

Math

**Annual Goal**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

By June 2011, 50% of Level 1 math students (approximately 50 students) will achieve level 2 or higher on the state Math exam.

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**Use of Data**

- A variety for formative assessments, such as student conferences, performance tasks, etc. and a variety of summative assessments, such as Performance Series exams and unit tests will be used to measure content knowledge that will monitor and record student progress throughout the school year.
- Acuity exams will be used to monitor student progress two times a year. Both the scaled scores and levels will be used to plan targeted, standards-based instruction and assess student achievement.
- Teacher-made exams and portfolio projects will be used to formally assess specific standards in the curriculum based on a department-wide rubric.

**Curriculum and Instruction**

The major priorities for our curriculum and instruction can be categorized as either an *ongoing effort* or a *new initiative*. *Ongoing efforts* are the continuation and advancement of the work teachers and staff developers have already begun and *new initiatives* are additional actions/strategies/activities that school leaders have identified as critical for our success and therefore, need to be implemented this year. The specific actions, strategies, and activities we will focus on are the following:

**Ongoing Efforts:**

- Math Coach & Lead Teachers (by grade) will continue to utilize and revise grade level curriculum maps & pacing calendars with the ELA Department teachers to guide standards-based instruction, coordinate skill & content development across the grades, and ensure curriculum is covered and test sophistication is embedded in each unit
- Math teachers will continue to find to differentiate instruction by modifying and adapting content, materials, products, and assessments in order to meet the various needs, interests and learning styles of students
- Math teachers will continue to keep records of student progress in Teacher Assessment Notebooks (TANs) as a means of gauging student progress and leading to curriculum adjustments
- Math teachers will provide additional services during AIS periods and extended day for students who are not making adequate progress (as is now determined by their interim assessments)
- Math teachers will continue to set class goals for their students, using interim benchmarks to determine progress throughout the year.

**New Initiatives:**

- Math teachers will use the I.S. 52 school-wide rubrics to focus and improve their data management, lesson planning & instruction, and classroom environment & management in order to maximize learning opportunities for all students.
- Math teachers will learn to develop and use various forms of formative assessments to effectively ensure students are making appropriate progress towards their individual benchmarks.
- Math teachers will learn to provide critical feedback to students through the use of rubrics, exemplary work, portfolio reflections, and peer-review discussions, etc. which will enable students to progress and learn to reflect on their own work.
- ELA teachers will learn to develop effective questioning techniques, which will support critical thinking during classroom lessons and tasks.
- ELA teachers will learn to use and manage multiple forms of classroom data to assess student learning, identify patterns & trends, inform lesson planning, and monitor student progress.
- ELA teachers will plan collaboratively with content area teachers to focus on and connect the links between subjects, and allow the knowledge and skills gained in one subject area to drive the learning in another subject area.

**Professional Development**

	<p>In order to support IS 52's curriculum and instructional priorities, professional development will be provided in the following:</p> <ul style="list-style-type: none"> <li>• Using school-wide rubrics to assess teaching practices and to provide a foundation for all areas of PD, meetings, and other professional conversations within the building.</li> <li>• Using &amp; managing various sources of data to monitor student progress and make appropriate curriculum adjustments.</li> <li>• Developing formative assessments and providing critical feedback to students.</li> <li>• Improving teachers' abilities to ask effective questions during classroom lessons, which will support critical thinking.</li> <li>• Using academic intervention strategies for vocabulary &amp; grammar, reading strategy, and fluency development</li> <li>• Setting class goals for students with interim benchmarks to determine student progress</li> <li>• Developing clear aims for what students are expected to learn in lessons, alongside activities that promote that learning</li> <li>• Differentiating instruction by modifying and adapting content, materials, products, and assessments in order to meet the various needs, interests and learning styles of students</li> </ul> <p>The various structures that will be used to deliver professional development are the following:</p> <ul style="list-style-type: none"> <li>• 90 minutes per week will be spent in Common Planning meetings where ELA teachers will be supported as they make curriculum revisions, analyze data, examine student work, monitor student progress, and plan differentiated instruction</li> <li>• 90 minutes per week will be spent in Teacher-Team meetings where cluster teachers will develop interdisciplinary units, analyze data, monitor student progress, and discuss instructional implications across all content areas.</li> <li>• Teachers will visit classrooms, both at IS 52 and other schools, in order to observe best practices and support each other's learning.</li> <li>• Teachers will engage in study groups with professional writings, research, and books.</li> </ul> <p><b>Monitoring &amp; Revision</b></p> <ul style="list-style-type: none"> <li>• Regularly reviewing benchmark assessments;</li> <li>• Discussing curriculum and instruction;</li> <li>• Sharing and discussing student work;</li> <li>• Evaluate current activities and strategies; determine which ones raised student achievement;</li> <li>• Communicate with all parties involved</li> <li>• Make only the changes that are necessary.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Budget</b></p> <ul style="list-style-type: none"> <li>• Classroom libraries stocked with manipulatives, appropriately leveled books, and graphing calculators will be funded with Title 1 money</li> <li>• Common planning and Teacher-Team meetings will be funded with Title 1 money</li> <li>• Interim and diagnostic assessments will be created by teachers during common planning or are provided at no cost from NYCDOE</li> </ul> <p><b>Staffing/Training</b></p> <ul style="list-style-type: none"> <li>• Math Coach salary will be partially paid for with Title 1 money</li> <li>• Professional Development will be paid for with money from the GE Developing Futures grant</li> </ul> <p><b>Schedule</b></p> <p>PD will be conducted on an ongoing basis, as stated in the I.S. 52 Professional Development Plan. PD will occur within a series of modules and will be differentiated according to teacher needs.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>○ Teacher Assessment Notebooks will include: data reports, goal tracking sheets, conference notes, etc.</li> <li>○ Agendas &amp; Minutes from Common Planning, Teacher-Team, Cabinet, and Instructional Team meetings. Next steps and deliverables are assigned during mtgs.</li> <li>○ Inter-class visitations</li> <li>○ Acuity tests will be used to determine students' scale scores and levels and monitor their progress two times per year.</li> <li>○ Periodic assessments:</li> </ul> <p>Periodic assessments will be used to determine students' reading levels and monitor their progress according to the following schedule:</p> <ul style="list-style-type: none"> <li>○ 20% of Level 2 students will show at least 0.5 year's growth by the end of November, an additional 0.5 year's growth by</li> </ul>

- the end of February, and another 0.5 year's growth by the end of June for a cumulative growth of 1.5 years.
- 75% of students will show mastery (75% or better) on each school-wide unit test

**Interim Progress and/or Accomplishments**

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Using the results of these assessments, teachers can plan instruction and learning activities according to the students' needs. Teachers can differentiate and group students according to the information provided on these tests. Students' data is also helpful to determine who should receive AIS.

Subject/Area (where relevant):

**The Performance of Students with Disabilities**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 45% of students with disabilities (approximately 25 students) will achieve level 2 or higher on the state ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>A variety for formative assessments, such as student conferences, performance tasks, etc. and a variety of summative assessments, such as Performance Series exams and unit tests will be used to measure content knowledge that will monitor and record student progress throughout the school year.</li> <li>Acuity exams will be used to monitor student progress two times a year. Both the scaled scores and levels will be used to plan targeted, standards-based instruction and assess student achievement.</li> </ul> <p><b>Curriculum and Instruction</b> The major priorities for our curriculum and instruction can be categorized as either an ongoing effort or a new initiative. Ongoing efforts are the continuation and advancement of the work teachers and staff developers have already begun and new initiatives are additional actions/strategies/activities that school leaders have identified as critical for our success and therefore, need to be implemented this year. The specific actions, strategies, and activities we will focus on are the following:</p> <p><b>Ongoing Efforts:</b></p> <ul style="list-style-type: none"> <li>Special Needs teachers (specializing in ELA) will continue to utilize and revise grade level curriculum maps &amp; pacing calendars with the ELA Department teachers to guide standards-based instruction, coordinate skill &amp; content development across the grades, and ensure curriculum is covered and test sophistication is embedded in each unit</li> <li>Special Needs teachers (specializing in ELA) will continue to find new ways to differentiate instruction by modifying and adapting content, materials, products, and assessments in order to meet the various needs, interests and learning styles of students</li> <li>Special Needs teachers (specializing in ELA) will continue to keep records of student progress in Teacher Assessment Notebooks (TANs) as a means of gauging student progress and leading to curriculum adjustments</li> <li>Special Needs teachers (specializing in ELA) will provide additional services during AIS periods and extended day for students who are not making adequate progress (as is now determined by their interim assessments)</li> <li>Special Needs teachers (specializing in ELA) will continue to set class goals for their students, using interim benchmarks to determine progress throughout the year.</li> </ul> <p><b>New Initiatives:</b></p> <ul style="list-style-type: none"> <li>Special Needs teachers (specializing in ELA) will use the I.S. 52 school-wide rubrics to focus and improve their data management, lesson planning &amp; instruction, and classroom environment &amp; management in order to maximize learning opportunities for all students.</li> <li>Special Needs teachers (specializing in ELA) will learn to develop and use various forms of formative assessments to effectively ensure students are making appropriate progress towards their individual benchmarks.</li> <li>Special Needs teachers (specializing in ELA) will learn to provide critical feedback to students through the use of reading logs, rubrics, exemplary work, portfolio reflections, and peer-review discussions, etc. which will enable students to progress and learn to reflect on their own work.</li> <li>Special Needs teachers (specializing in ELA) will learn to develop effective questioning techniques, which will support critical thinking during classroom lessons and tasks.</li> <li>Special Needs teachers (specializing in ELA) will learn to use and manage multiple forms of classroom data to assess student learning, identify patterns &amp; trends, inform lesson planning, and monitor student progress.</li> <li>Special Needs teachers (specializing in ELA) will plan collaboratively with content area teachers to focus on and connect the links between subjects, and allow the knowledge and skills gained in one subject area to drive the learning in another subject area.</li> </ul> <p><b>Professional Development</b> In order to support IS 52's curriculum and instructional priorities, professional development will be provided in the following:</p> <ul style="list-style-type: none"> <li>Using school-wide rubrics to assess teaching practices and to provide a foundation for all areas of PD, meetings, and other professional conversations within the building.</li> </ul>

	<ul style="list-style-type: none"> <li>• Improving teachers' abilities to ask effective questions during classroom lessons, which will support critical thinking.</li> <li>• Using academic intervention strategies for vocabulary &amp; grammar, reading strategy, and fluency development</li> <li>• Setting class goals for students with interim benchmarks to determine student progress</li> <li>• Developing clear aims for what students are expected to learn in lessons, alongside activities that promote that learning</li> <li>• Differentiating instruction by modifying and adapting content, materials, products, and assessments in order to meet the various needs, interests and learning styles of students</li> </ul> <p>The various structures that will be used to deliver professional development are the following:</p> <ul style="list-style-type: none"> <li>• 90 minutes per week will be spent in Common Planning meetings where Special Needs teachers (specializing in ELA) will be supported as they make curriculum revisions, analyze data, examine student work, monitor student progress, and plan differentiated instruction</li> <li>• 90 minutes per week will be spent in Teacher-Team meetings where cluster teachers will develop interdisciplinary units, analyze data, monitor student progress, and discuss instructional implications across all content areas.</li> <li>• Teachers will visit classrooms, both at IS 52 and other schools, in order to observe best practices and support each other's learning.</li> <li>• Teachers will engage in study groups with professional writings, research, and books.</li> </ul> <p><b><u>Monitoring &amp; Revision</u></b></p> <ul style="list-style-type: none"> <li>• Regularly reviewing benchmark assessments;</li> <li>• Discussing curriculum and instruction;</li> <li>• Sharing and discussing student work;</li> <li>• Evaluate current activities and strategies; determine which ones raised student achievement;</li> <li>• Communicate with all parties involved</li> <li>• Make only the changes that are necessary.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b><u>Budget</u></b></p> <ul style="list-style-type: none"> <li>• Classroom libraries stocked with leveled texts and independent reading materials will be funded with Title 1 money</li> <li>• Common planning and Teacher-Team meetings will be funded with Title 1 money</li> <li>• Interim and diagnostic assessments will be created by teachers during common planning or are provided at no cost from NYCDOE</li> </ul> <p><b><u>Staffing/Training</u></b></p> <ul style="list-style-type: none"> <li>• Professional Development will be paid for with money from the GE Developing Futures grant</li> <li>• Additional special education teachers will be partially funded using Title I, ARRA, and Tax Levy Funds.</li> </ul> <p><b><u>Schedule</u></b></p> <p>PD will be conducted on an ongoing basis, as stated in the I.S. 52 Professional Development Plan. PD will occur within a series of modules and will be differentiated according to teacher needs.</p>

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval of periodic review; instrument(s) of measure; projected gains*

**Evidence**

- Teacher Assessment Notebooks will include: data reports, goal tracking sheets, conference notes, etc.
- Agendas & Minutes from Common Planning, Teacher-Team, Cabinet, and Instructional Team meetings. Next steps and deliverables are assigned during mtgs.
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Using the results of these assessments, teachers can plan instruction and learning activities according to the students' needs. Teachers can differentiate and group students according to the information provided on these tests. Students' data is also helpful to determine who should receive AIS.



**The Performance of Students with Limited English Proficiency**

Subject/Area (where relevant):

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 50% of ELL students (or approximately 25 students) will achieve level 2 or higher on the state ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>• A variety for formative assessments, such as student conferences, performance tasks, etc. and a variety of summative assessments, such as Performance Series exams and unit tests will be used to measure content knowledge that will monitor and record student progress throughout the school year.</li> <li>• Acuity exams will be used to monitor student progress two times a year. Both the scaled scores and levels will be used to plan targeted, standards-based instruction and assess student achievement.</li> </ul> <p><b>Curriculum and Instruction</b> The major priorities for our curriculum and instruction can be categorized as either an ongoing effort or a new initiative. Ongoing efforts are the continuation and advancement of the work teachers and staff developers have already begun and new initiatives are additional actions/strategies/activities that school leaders have identified as critical for our success and therefore, need to be implemented this year. The specific actions, strategies, and activities we will focus on are the following:</p> <p><b>Ongoing Efforts:</b></p> <ul style="list-style-type: none"> <li>• ESL teachers will continue to utilize and revise grade level curriculum maps &amp; pacing calendars with the ELA &amp; ESL Department teachers to guide standards-based instruction, coordinate skill &amp; content development across the grades, and ensure curriculum is covered and test sophistication is embedded in each unit</li> <li>• ESL teachers will continue to find new ways to differentiate instruction by modifying and adapting content, materials, products, and assessments in order to meet the various needs, interests and learning styles of students</li> <li>• ESL teachers will continue to keep records of student progress in Teacher Assessment Notebooks (TANs) as a means of gauging student progress and leading to curriculum adjustments</li> <li>• ESL teachers will provide additional services during AIS periods and extended day for students who are not making adequate progress (as is now determined by their interim assessments)</li> <li>• ESL teachers will continue to set class goals for their students, using interim benchmarks to determine progress throughout the year.</li> </ul> <p><b>New Initiatives:</b></p> <ul style="list-style-type: none"> <li>• ESL teachers will use the I.S. 52 school-wide rubrics to focus and improve their data management, lesson planning &amp; instruction, and classroom environment &amp; management in order to maximize learning opportunities for all students.</li> <li>• ESL teachers will learn to develop and use various forms of formative assessments to effectively ensure students are making appropriate progress towards their individual benchmarks.</li> <li>• ESL teachers will learn to provide critical feedback to students through the use of reading logs, rubrics, exemplary work, portfolio reflections, and peer-review discussions, etc. which will enable students to progress and learn to reflect on their own work.</li> <li>• ESL teachers will learn to develop effective questioning techniques, which will support critical thinking during classroom lessons and tasks.</li> <li>• ESL teachers will learn to use and manage multiple forms of classroom data to assess student learning, identify patterns &amp; trends, inform lesson planning, and monitor student progress.</li> <li>• ESL teachers will plan collaboratively with content area teachers to focus on and connect the links between subjects, and allow the knowledge and skills gained in one subject area to drive the learning in another subject area.</li> </ul> <p><b>Professional Development</b> In order to support IS 52's curriculum and instructional priorities, professional development will be provided in the following:</p> <ul style="list-style-type: none"> <li>• Using school-wide rubrics to assess teaching practices and to provide a foundation for all areas of PD, meetings, and other professional conversations within the building.</li> <li>• Using &amp; managing various sources of data to monitor student progress and make appropriate curriculum adjustments.</li> <li>• Developing formative assessments and providing critical feedback to students.</li> <li>• Improving teachers' abilities to ask effective questions during classroom lessons, which will support critical thinking.</li> </ul>

	<ul style="list-style-type: none"> <li>Using academic intervention strategies for vocabulary &amp; grammar, reading strategy, and fluency development</li> <li>Setting class goals for students with interim benchmarks to determine student progress</li> <li>Developing clear aims for what students are expected to learn in lessons, alongside activities that promote that learning</li> <li>Differentiating instruction by modifying and adapting content, materials, products, and assessments in order to meet the various needs, interests and learning styles of students</li> </ul> <p>The various structures that will be used to deliver professional development are the following:</p> <ul style="list-style-type: none"> <li>90 minutes per week will be spent in Common Planning meetings where ESL &amp; ELA teachers will be supported as they make curriculum revisions, analyze data, examine student work, monitor student progress, and plan differentiated instruction</li> <li>90 minutes per week will be spent in Teacher-Team meetings where cluster teachers will develop interdisciplinary units, analyze data, monitor student progress, and discuss instructional implications across all content areas.</li> <li>Teachers will visit classrooms, both at IS 52 and other schools, in order to observe best practices and support each other's learning.</li> <li>Teachers will engage in study groups with professional writings, research, and books.</li> </ul> <p><b>Monitoring &amp; Revision</b></p> <ul style="list-style-type: none"> <li>Regularly reviewing benchmark assessments;</li> <li>Discussing curriculum and instruction;</li> <li>Sharing and discussing student work;</li> <li>Evaluate current activities and strategies; determine which ones raised student achievement;</li> <li>Communicate with all parties involved</li> <li>Make only the changes that are necessary.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Budget</b></p> <ul style="list-style-type: none"> <li>Classroom libraries stocked with leveled texts and independent reading materials will be funded with Title 1 money</li> <li>Common planning and Teacher-Team meetings will be funded with Title 1 money</li> <li>Interim and diagnostic assessments will be created by teachers during common planning or are provided at no cost from NYCDOE</li> </ul> <p><b>Staffing/Training</b></p> <ul style="list-style-type: none"> <li>ESL Lead Teacher salary will be partially paid for with Title 1 money</li> <li>Professional Development will be paid for with money from the GE Developing Futures grant</li> <li>Additional ESL teachers will be partially funded using Title I, ARRA, and Tax Levy Funds.</li> </ul> <p><b>Schedule</b></p> <p>PD will be conducted on an ongoing basis, as stated in the I.S. 52 Professional Development Plan. PD will occur within a series of modules and will be differentiated according to teacher needs.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Teacher Assessment Notebooks will include: data reports, goal tracking sheets, conference notes, etc.</li> <li>Agendas &amp; Minutes from Common Planning, Teacher-Team, Cabinet, and Instructional Team meetings. Next steps and deliverables are assigned during mtgs.</li> <li>Inter-class visitations</li> <li>Periodic assessments</li> <li>Acuity tests will be used to determine students' scale scores and levels and monitor their progress two times per year.</li> </ul> <p><b>Interim Progress and/or Accomplishments</b></p> <p>Acuity is a standards-based assessment that evaluates our students.</p> <p>The periodic assessments include:</p> <ol style="list-style-type: none"> <li>Two instructionally targeted Assessments-ITAs in ELA and Math: Given to the students on November 9 and 10, 2010 and March 8 and 10, 2011</li> <li>A predictive test in ELA and Math that models the NYS test blueprints. It is given to the students on January 25 and 27, 2011.</li> </ol>

	<p>Using the results of these assessments, teachers can plan instruction and learning activities according to the students' needs. Teachers can differentiate and group students according to the information provided on these tests. Students' data is also helpful to determine who should receive AIS.</p>
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## **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	<b>19</b>	<b>24</b>			<b>27</b>		<b>2</b>	
7	<b>28</b>	<b>16</b>			<b>26</b>		<b>2</b>	
8	<b>25</b>	<b>25</b>			<b>26</b>		<b>2</b>	
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b> <ul style="list-style-type: none"> <li>• AIS pull-out/push-in classes</li> <li>• Extended Day Intervention</li> <li>• Wilson</li> </ul>	<ul style="list-style-type: none"> <li>• AIS: Small groups focused on academic deficiencies during school (2 X 45 minutes per week)</li> <li>• Extended Day: Small groups focused on academic deficiencies or portfolio work (3 X 50 minutes per week)</li> <li>• Wilson: During the school day as a Tier 1 intervention and one-on-one tutoring after school</li> </ul>
<b>Mathematics:</b> <ul style="list-style-type: none"> <li>• AIS pull-out/push-in classes</li> <li>• Extended Day Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• AIS: Small groups focused on academic deficiencies during school, using impact math (2 X 45 minutes per week)</li> <li>• Extended Day: Small groups focused on academic deficiencies or portfolio work (3 X 50 minutes per week)</li> </ul>
<b>Science:</b> <ul style="list-style-type: none"> <li>• AIS pull-out/push-in classes</li> <li>• Extended Day Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• AIS: Small groups focused on academic deficiencies during school, using nonfiction materials (2 X 45 minutes per week)</li> <li>• Extended Day: Small groups focused on academic deficiencies or portfolio work (3 X 50 minutes per week)</li> </ul>
<b>Social Studies:</b> <ul style="list-style-type: none"> <li>• AIS pull-out/push-in classes</li> <li>• Extended Day Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• AIS: Small groups focused on academic deficiencies during school, using nonfiction materials (2 X 45 minutes per week)</li> <li>• Extended Day: Small groups focused on academic deficiencies or portfolio work (3 X 50 minutes per week)</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Academic/career planning and counseling</li> <li>• Interpersonal skill development</li> <li>• Parent-Outreach</li> <li>• Study Skills</li> <li>• Referrals to Preventive Service Agencies</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• At risk counseling</li> <li>• Evaluations</li> <li>• Observations</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Individual and group counseling</li> </ul>
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) 6-8      Number of Students to be Served: 60 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_  
Number of Teachers 5      Other Staff (Specify) Program Coordinator

**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.

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Language Instruction Program - As per the New York City Educational Policy, English Language Learners (ELLS) will participate in either Transitional Bilingual Education (TBE) or freestanding ESL. The purpose of this policy is so that all students will be given the support needed so that they may meet the highest standards. These programs offer students rigorous instruction in ESL and through content areas. Our TBE program

will follow the guidelines of the New York City Policy that mandates that the students with limited English proficiency will be instructed as follows: 40% in English language development and 60% in their native language. As they increase in English proficiency or when they are at intermediate level, instruction will then be changed to 50% English / 50% Spanish. Finally, at the advanced level of English proficiency, instruction will be at 75% English / 25% Spanish. The curriculum will include a number of units as described by the New York State Guidelines: 180 minutes of ESL instruction (4 periods of 45 minutes each) for children at an advanced level of English and 360 minutes of ESL instruction (8 periods of 45 minutes each) for children at a beginner/intermediate Level of English.

Our Transitional Bilingual Education (TBE) follows the guidelines of the New York City policy that mandates that the students with limited English proficiency will be instructed as follows: 40% in English language development and 60% in their native language. As they increase in English proficiency to an advanced level, instruction will be at 75% English / 25% Spanish. The curriculum will include a number of units as described by the New York State Guidelines: 180 minutes of English instruction (4 periods of 45 minutes each) for children at an advanced level of English and 360 minutes of English instruction (8 periods of 45 minutes of each) for children at a beginner/intermediate Level of English.

37.5% of the school's population are designated as English Language Learners (ELLS) and receive their instruction through the schools bilingual program, which consists of Transitional Bilingual and Free-Standing ESL classes. Newcomers will receive instruction in their native language with ESL, with emphasis on language acquisition and literacy skills. This program will also include a summer school component if funds are available. -

Title III Enrichment:

-Of the 202 students that scored level 1 on the NYS ELA Exam, 143 were ELLs including SWD.

There are considerable challenges for English language learners in math. We may find that our ELLs use different processes to arrive at answers. Problem solving is not just language but a thought process. Students from other cultures may be more concerned with getting the correct response than with the process. They may not be able to justify their answers. Our current ELLs showed deficiencies in the NYS Math exam, scoring below grade level. Out of the 119 students who scored 1 on the NYS Math Exam, 80 students were ELLs including our SWD..

After analyzing the data from ELA and Math Exams, students in grades 6-8 will receive extra support in Math in their native language/English according to their proficiency and English as a Second Language-ESL. The Title III program was designed to create a situation where there is reason, opportunity and purpose for using language. Some of the activities include but are not limited to:

- Problem solving activities
- Measurement
- Interpretation of graphs and charts
- Algebraic Expressions
- Fractions
- Thematic Units for ESL
- Role playing situations

-All positions were posted according to the UFT contract.

-Approximately 60 students are expected to participate. The grade levels that will be attending are 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade. We will measure increases in English Proficiency and core academic content knowledge of limited English proficient children with NYSESLAT and Math NYS tests.

-English Language Proficiency level will be Beginners-B and Intermediate-I and Advanced-A according to NYSESLAT or LAB-R scores. The programs are designed to prepare ELL's for NYS assessments.

-Frequency of activities will total 2 hrs every Friday from 2:30 to 4:30pm broken into approximately equal segments of Math and ESL, (20 sessions are planned)

-Activities will start on November 2010 to May 2011

Number of teachers participating: Five teachers will provide instruction to students and one teacher will serve as a coordinator for the program. SAM # 53 clearly states that Title III ESL teachers should be certified in bi-lingual or ESL. Every attempt was made and positions were posted to fill these positions according to regulations. The coordinator of the program is Ms. Nohemy Lucero.

-Program includes: Remedial Math and ESL. Also included will be coordination with academic intervention services in the areas of ESL and Math.

-Due to the fact that regular metrocards do not function on Saturdays the school needs to provide students with transportation to arrive at school.

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

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-Monday Enrichment: Teachers will be trained on how to provide extra support in the area of Math remediation and ESL strategies to newly arrived students. The topics that will be included in the professional development include but are not limited to math and English instruction for ELLs. Recommendations for teaching reading to ELLs and the importance of building background knowledge. We will also discuss the importance of increasing student language production in the content area.

Staff development dates November 2010 and February 2010 – two meetings (2 hrs each)

-Number of participants: Total of 6 teachers (5 teachers and coordinator)

-We will measure the impact of PD on students’ achievements by administering pre-and post-tests.

The overall theme of our work was teaching literacy through the content areas. More specifically, our topics included:

- Assessing language themes;
- Using effective questioning techniques;
- Learning key vocabulary across the various content areas;
- Making connections in math & reading;
- Supporting the various learning needs of ELLs.

Our high-quality professional development activities are aligned to the instructional program being delivered under the Title III program. Ms. Lucero, the Program Coordinator, will provide PD to Title III teachers in the area of data management: gathering, analyzing & interpreting data. Teachers learned to evaluate students through various formative assessments, to use the data gained to inform their instruction, and to monitor students throughout the duration of the Title III program.

### **Parental Involvement**

Parent involvement is an important component in a child's educational success. An invitation letter will be sent to parents informing them of the programs that will be conducted under Title III. Parents will also be invited to attend a workshop during school hours where they will have the opportunity to voice their concerns, and to learn about the new standards. The workshop will include a discussion of student's progress and the importance of parental involvement. The targeted number of parents attending the workshop is 30. The language of service is Spanish. The elements of the curriculum will be explained so they can help their children at home and compliment the work these students do during school hours. This training will help parents to build capacity in order to increase their children's academic performance. These workshops will support ELL's achievement by increasing parent awareness of the academic expectations for their children and involvement in the development of their education. Assessment of activities will involve pre- and post parents' questionnaires and/or surveys to better meet their children's needs. No extra funding is needed for this activity.

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### **Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	<b>\$10,476.90</b>	<b>Per session for teachers instructing on Friday Enrichment=</b>  <b>2 hrs x 18 sessions = 63 hrs</b> <b>36 hrs x 6 teachers = 210 hrs</b> <b>210 hrs x \$ 49.89 = \$10,476.90</b>

	<b>\$1,197.36</b>	<b>Per session for supplemental teacher staff development workshops to improve instructional methodologies in addressing ELL needs.</b>  <b>2 hrs x 2 sessions = 4 hrs</b> <b>4 hrs x 6 teachers = 24 hrs</b> <b>24 hrs x \$49.89 = \$1,197.36</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	<b>N/A</b>	<b>N/A</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	<b>N/A</b>	<b>N/A</b>
<b>Educational Software (Object Code 199)</b>	<b>N/A</b>	<b>N/A</b>
<b>Travel</b>		
<b>Other</b>	<b>\$31,465.74</b>	<b>Teacher salary to reduce class size of bilingual classes.</b>
<b>TOTAL</b>	<b>\$ 43,140.00</b>	

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

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

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

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

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

According to our 2009-2010 school demographics 97% of our students are Hispanic. Administrators, teachers and staff reported that many of our parents are Spanish monolinguals. At various meetings and workshops, parents have indicated their preference for Spanish materials. Also, according to our Parent/Guardian Home Language Identification Survey, most of our students speak Spanish most of the time with their parents. As a result of these surveys, we have identified the need to ensure that communication is provided to our parents in both English and in Spanish. All parental communication is sent home in both English and in Spanish. All Parent Association meetings are held in English with Spanish translation. All Parent-Teacher Conferences are held in English with Spanish translation available in each classroom for monolingual teachers. Any teacher-parent meetings or administrator-parent meetings has Spanish translation available. Main office personnel are bilingual. Our Parent Coordinator is bilingual. Staff in both the health and dental clinic is bilingual.

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.

Parents of our school need to have every letter or document translated into Spanish. Furthermore, Spanish oral translation is available at every parent meeting, workshop and activity. Parents are informed at the time of registration and via initial communications that all information will be made available to them in both English and in Spanish.

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

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

Every parent letter or document will be translated into Spanish. Bilingual certified staff will work with all written translations. They will make sure that translated versions are sent home together with the English versions. The Parent Coordinator provides assistance to the parents and teachers whether is to translate into English or Spanish.

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.

At every parent activity we will have bilingual staff providing oral interpretation services. We will also have bilingual staff providing oral interpretation services anytime a parent requests it. We will continue to offer all workshops, conferences, meetings and activities in both Spanish and English.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will provide Spanish translation and interpretation services. However, we will inform the parents that if they need help with any of the other seven primary languages, we will request the help of the Translation and Interpretation Unit from the DOE to provide them with the services needed. At the beginning of the academic year, we will send a request form home to the parents/guardians, and they will return it if they need assistance in translation. We will also make the request forms available when parents go through the registration process via the Home Language Survey.

**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:	\$863,075	\$118,852	\$981,927
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,633	\$1,188	\$9,821
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$43,168	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 94.1%

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.

- We are recruiting appropriately licensed teachers to align with the needs of our school.
- We are affording teachers the opportunity to acquire the necessary college credits to become highly qualified teachers.
- We also ensure high quality professional staff development through our own PD plans and incorporation of research-based PD from the LCI and C4L.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective

parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## Inwood Intermediate School 52

### Parent – School Compact

<b>Our School Agrees to:</b>	<b>Nuestra Escuela se compromete a:</b>
➤ conduct monthly meetings for parents to inform them of school programs and their right to be involved.	➤ convocar una reunión mensual para los padres con el propósito de informales sobre los programas de la escuela y de sus derechos de participación.
➤ offer a flexible number of meetings in English and Spanish at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting	➤ ofrecer un número flexible de reuniones en inglés y español en varias ocasiones, y si fuera necesario, y si hay fondos disponibles, proveer transporte, cuidado a los niños o visitas a las casas a aquellos padres que no pueden asistir a una reunión escolar.
➤ actively involve parents in planning, reviewing and improving school programs and the parental involvement policy.	➤ involucrar los padres activamente en la planificación, revisión y mejora de los programas de la escuela y el plan de participación de los padres.
➤ provide parents with timely information in English and Spanish about all programs.	➤ proveer a los padres con información actualizada en inglés y español acerca de todos los programas
➤ include parents on the School Leadership Team and House Meetings.	➤ incluir a los padres en los comités de la escuela como, el comité de liderazgo de la escuela y las reuniones de los grados
➤ provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information	➤ proveer resultados del desempeño individual y las evaluaciones de cada estudiante, así como cualquier otra información concerniente a programas educativos.
➤ provide high quality curricula and instruction	➤ proveer currículos e instrucción de alta calidad.

<ul style="list-style-type: none"> <li>➤ expand communication between teachers and parents through: <ul style="list-style-type: none"> <li>– parent-teacher conferences</li> <li>– frequent reports to parents on their children's progress.</li> <li>– reasonable access to staff</li> <li>– opportunities to volunteer</li> <li>– observation of classroom activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ extender la comunicación entre los maestros y los padres a través de: <ul style="list-style-type: none"> <li>– conferencias entre padres y maestros</li> <li>– reportes frecuentes a los padres sobre el progreso de sus hijos</li> <li>– acceso razonable al personal docente</li> <li>– oportunidades para ser voluntarios</li> <li>– observar las actividades escolares</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>➤ assure that parents may participate in educational programs including, English as a Second Language, GED, computers, workshops based on parent's needs. Etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ asegurar que los padres pueden participar en programas educativos por ejemplo, clases de inglés como segundo idioma, equivalente de escuela superior, computadoras, talleres de acuerdo a las necesidades de los padres, etc.</li> </ul>

<b>Parent's Agreement</b>	<b>Acuerdo de los Padres</b>
<p>The role of a parent in an integral part of a child's education. We, as educators, must help each child develop the optimum of his or her potential. Your support and encouragement will help your child achieve success at IS 52. All parents must carefully read and sign the following:</p> <p><b>Whereas</b>, I understand that my child will spend the most important years of his/her life in school. <b>Whereas</b>, I want to work with IS 52 to give my child the best possible education,</p> <p><b>Therefore</b>, I promise:</p>	<p>El papel que desempeña un padre es la parte integral del desarrollo educativo del niño. Nosotros, como educadores, debemos ayudar cada niño a desarrollar su potencial hasta el máximo. Su apoyo y estímulo ayudará a los niños a lograr el éxito en la Escuela 52. Todos los padres deben leer cuidadosamente este convenio y después firmarlo:</p> <p><b>Considerando que</b>, comprendo que mi hijo/a pasará los años más importantes de su vida en la escuela, y <b>Considerando que</b>, quiero ayudar a la Escuela 52 para que le dé a mi hijo/a mejor educación posible; <b>Me comprometo a</b>:</p>
<ul style="list-style-type: none"> <li>➤ To see that my child comes to school every day, on time and is prepared for the day's work</li> </ul>	<ul style="list-style-type: none"> <li>➤ Hacer que mi hijo/a venga a la escuela todos los días, a tiempo y preparado para su día de trabajo escolar</li> </ul>
<ul style="list-style-type: none"> <li>➤ To attend parent-teacher conferences, other functions and appointments that are related to my child's education, including House Meetings, artistic, academic and honor performances</li> </ul>	<ul style="list-style-type: none"> <li>➤ Asistir a las conferencias de padres y maestros, otras funciones y citas relacionadas con la educación de mi hijo/a, incluyendo reuniones de grado, programas artísticos, académicos y presentaciones de premios.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To reply to all letters, messages, notes and telephone calls from the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Contestar todas las cartas, mensajes, notas y llamadas telefónicas que me haga la escuela.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To make sure that my child has ample quiet time and a quiet place to complete homework assignments, projects and study each evening with the TV, radio, etc, turned off.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Estar seguro que mi hijo/a tiene tiempo suficiente y un lugar callado para completar sus tareas escolares, proyectos y otros estudios, todas las noches, y tener apagados el radio y la TV.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To ensure that my child reads every night for at least 30 minutes in addition to his/her homework and to keep a vocabulary list.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Asegurarme que mi hijo/a lea todas las noches por los menos 30 minutos, además de hacer sus tareas escolares y que mantenga una lista de palabras nuevas.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To speak with my child every day what was done at school and to help my child with his/her homework assignments when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Hablar con mi hijo/a todos los días acerca de lo que se hizo en la escuela y ayudar con sus tareas para la casa cuando fuese necesario.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To urge my child to respect himself/herself as well as others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Motivar a mi hijo/a para que respete a sí mismo, así como también a los demás.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To speak to my child in a positive manner about school, and to follow through on all items that pertain to the well being of my child.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Hablarle a mi hijo/a en una forma positiva acerca de la escuela y seguir al pie de la letra todos los puntos concernientes a su bienestar.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To maintain a dialogue with the staff and administration to ascertain if my child's needs are being addressed.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Mantener un diálogo continuo con los maestros y administración para asegurarme que las necesidades que tiene mi hijo/a han sido consideradas.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To be aware that my child should be given homework regularly and insure that he/she does the assignments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Estar consciente de que se le dé a mi hijo/a tareas escolares para la casa regularmente y asegurarme que las hace.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To request homework assignments for short term absences and, if possible, home instruction for extended absences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pedir asignaciones para hacer en casa si mi hijo/a tuviera que estar ausente por pocos días, y si posible, instrucción en casa si tuviera una ausencia larga.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To make sure that my child visits the library regularly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Asegurarme que mi hijo/a va a la biblioteca regularmente.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To see that my child comes to school dressed appropriately in school uniform.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Asegurarme que mi hijo/a viene a la escuela vestido/a apropiadamente con el uniforme escolar.</li> </ul>
<ul style="list-style-type: none"> <li>➤ To see that my child does not bring expensive or inappropriate systems such as cell phones, iPods, electronic games, etc.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Asegurarme que mi hijo/a no lleve a la escuela ningún aparato electrónico caro o inapropiado, como teléfonos celulares, iPods ó juegos.</li> </ul>

➤ To see that my child prepares and studies thoroughly for all examinations.	➤ Asegurarme que mi hijo/a se prepare y estudie minuciosamente para todos los exámenes.
➤ We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of the children.	➤ Aceptamos trabajar juntos, hasta donde nos sea posible, como educadores y padres, para completar nuestro objetivo común de proveer una educación exitosa para nuestros hijos.

Principal/Director de la Escuela

P.A. President/Presidente de la Asociación de Padres

Teacher's Signature Firma del maestro

Parents'/Guardian's Signature/ Firma del Padre/Guardian

Home Phone Number/Teléfono de la casa

Work Phone Number/Número de telefono del Trabajo

Date/Fecha

## Parent Involvement Policy

Parents and families of students in the school IS 52M will be provided with opportunities to participate in school based planning committees, Such as the School Leadership Team and the Parents Association. Parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase parent involvement, IS 52 will:

Offer parent training workshop/meeting and information related to:

1. Monthly Parent Workshops will be provided for all parents to develop knowledge of instructional program, assessments for city and state standards, Chancellor's Promotional Policy, and student Code of Behavior.
2. Parents will be notified through a monthly calendar, newsletters, flyers, e-mail, telephone calls as to the date and time of meetings and workshops to address the implementation of instructional programs and school initiatives.
3. Responses to parent written comments will be done though phone contact or written communication to contact appropriate supervisor.
4. Encouraging and training parents to volunteer and assist in classrooms, school library, distribute copies, cafeteria, security, trips, help in the main office.
5. Provide a parent room in which parents will feel welcome and can coordinate activities for parent involvement.
6. Send representatives to the Council of Parents Association meeting, CEC meeting, Parents Support Office training and DOE training.
7. Distributing notices in the languages spoken by the parents.

### *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.

Please see Section IV: Needs Assessment.

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

Please see Section V: Annual Goals and Section VI: Action Plan.

3. Instruction by highly qualified staff.

94.1% of teachers teaching in core academic subjects during the 2009-2010 school year, are highly qualified. Teachers who have been working out of license have been notified and given support in working towards meeting the State and city requirements so that 100% of the staff will be considered high quality by September 2011. We also ensure high quality professional staff development through our own PD plans and incorporation of research-based PD from the LCI and C4L.

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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
Not Applicable to our school
6. Strategies to increase parental involvement through means such as family literacy services.  
Please see Appendix 4, Part B.
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.  
Not Applicable to our school
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.  
Teachers are involved in the decision regarding the academic assessment through weekly common planning, teacher teams, and Instructional meetings.
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.  
Please see Appendix 1: Academic Intervention Services

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.

Students are provided with services in regards to their emotional, social and physical development through the New York Presbyterian School Based Clinic, guidance counselors, Inwood Community Services, and the school based support team.

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

***Explanation/Background:***

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

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

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

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

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

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

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

Program Name	Fund Source	Program Funds Are “Conceptually” <sup>1</sup>	Amount Contributed to	Check (✓) in the left column below to verify that the school
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	<i>(i.e., Federal, State, or Local)</i>	Consolidated in the Schoolwide Program (✓)			Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$863,375	✓	12, 15, 18,
Title I, Part A (ARRA)	Federal	✓			\$118,852	✓	18
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			\$43,140	✓	
Title IV	Federal			✓			
IDEA	Federal	✓			\$226,550	✓	18
Tax Levy	Local	✓			\$4,090,929	✓	18

#### 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:
  - 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;

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

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

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

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:**      Restructuring (Year 2)                      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

Please Section IV and V.

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.

Please Section IV and V.

**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.

Title I funds will be used to support our professional development efforts by providing teachers twice weekly content area meetings. We will also use the funds for interdisciplinary meetings across the grade levels.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. This money will be used as part of the salary for professional development coordinators in literacy, math, and bilingual instruction. Coordinators will conduct professional development activities in teachers' classrooms and at training workshops conducted during common planning meetings, after-school, and on city-wide professional development days. Coordinators will meet weekly as an instructional team with the principal to monitor progress of the professional development program.

The school has an extensive support system for new staff members across the school. Our mentorship team is supporting these new staff members in the following ways:

- ❖ Weekly check-ins with each new staff member with one of the two designated mentors, where they spend time discussing topics such as student interaction, teacher interaction, adjustment to life as a teacher, and, where applicable, their education coursework

- ❖ Weekly common planning and teacher team meetings where they get to acclimate to the school culture and address concerns with their co-teachers based on subject and grade
- ❖ Mentors drop by and informally observe teachers and assist in their capacities

**School Based Mentoring Plan**

*Return completed plan to Teacher Development Specialist (TDS) assigned to your SSO Network team by 09/21/2009*

<b>1 - School Information</b>	
<b>School</b>	M052 - J.H.S. 052 INWOOD
<b>Principal</b>	Sal Fernandez
<b>Principal's Email</b>	SFernan@schools.nyc.gov
<b>School DBN#</b>	M052
<b>School Support Organization</b>	Cluster 6, CFN 6.01
<b>Teacher Development Specialist</b>	DUTT, ANITA
<b># Teachers</b>	1
<b># New Alt Cert Teachers</b> (Fellows, TFA, etc.)	
<b>Total # New Teachers</b> (Mandated for Mentoring including alt certs.)	1
<b>4 - Finding Time for Mentor &amp; New Teacher to Meet</b>	
<b>Strategy</b>	<b>Check All That Apply</b>
<b>Use of Out of Classroom Staff</b>	X
<b>Use of Released time for Classroom Teachers</b>	
<b>Use of Professional Period (Circular 6)</b>	X
<b>Use of Per Session</b>	X

<b>2 - New Teacher Induction Committee</b>	
Names	Positions
Salvador Fernandez	Principal
Aliza Greenstein	Speech Teacher
Elana Waldman	Mentor
Suzanne Sheerin	Literacy Coach
Jose Vilson	Math Coach
Zachariah Plotkin	Mentor

<b>3 - Basic Mentoring Model Selected</b>	
Model	Check All That Apply
<b>Classroom Teacher Based</b>	X
<b>Coach / Staff Developer Based</b>	
<b>Lead Teacher Based</b>	X
<b>Full Time School Based Mentor</b>	
<b>Mentor Shared Between Schools</b>	
<b>F- Status Teacher<sub>2</sub></b>	
<b>Other:</b>	
<b>5 - Duration</b>	
# Periods each New Teacher Meets with Mentor Per week	<b>Check</b>
<b>2 Periods(minimum)</b>	X
<b>3 Periods</b>	
<b>4 Periods</b>	
<b>Other</b>	

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.

The School Leadership Team is composed of elected teachers and parents and will revise the bilingual letter to parents explaining the school's status, and the reasons and implications of that status. This letter will be distributed to all parents in the fall of 2010, and will be discussed in detail at a special Parents' Association meeting, which will include question-and-answer opportunities.

**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.

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

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

6 students

2. Please describe the services you are planning to provide to the STH population.
  - Additional counseling services
  - Full access to all services provided by our medical and dental clinic, including physical and mental health screenings and interventions.
  - If needed, additional academic support up to 150 minutes per week.

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

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 052 Inwood					
<b>District:</b>	6	<b>DBN:</b>	06M052	<b>School</b>		310600010052

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.0	94.1	94.0
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		93.3	93.0	94.5
Grade 4	0	0	0				
Grade 5	101	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	249	240	193	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	280	292	234		82.3	93.9	97.1
Grade 8	282	288	301				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	93	71
Grade 12	0	0	0				
Ungraded	7	8	5	<b>Recent Immigrants - Total Number:</b>			
Total	919	828	733	(As of October 31)	2007-08	2008-09	2009-10
					50	57	34

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	66	47	50	Principal Suspensions	0	11	4
# in Collaborative Team Teaching (CTT) Classes	27	53	58	Superintendent Suspensions	18	15	16
Number all others	56	50	26				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	142	100	TBD	Number of Teachers	89	81	77
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	21	16	9
# receiving ESL services only	114	140	TBD				
# ELLs with IEPs	35	76	TBD	Number of Educational Paraprofessionals	1	1	7

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	13	13	48	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.0	91.4	92.2
				% more than 5 years teaching anywhere	61.8	74.1	88.3
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	84.0	91.0	92.2
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	84.8	74.9	87.7
American Indian or Alaska Native	0.1	0.1	0.0				
Black or African American	2.7	2.7	7.1				
Hispanic or Latino	96.2	96.0	92.1				
Asian or Native Hawaiian/Other Pacific	0.4	0.2	0.1				
White	0.5	1.0	0.7				
<b>Male</b>	52.1	54.5	55.3				
<b>Female</b>	47.9	45.5	44.7				

#### 2009-10 TITLE I STATUS

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

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	v	v		-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Students with Disabilities	X	v				
Limited English Proficient	X	v		-	-	
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	63	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	10.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	40.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	4					

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>601</b>	District <b>06</b>	School Number <b>052</b>	School Name <b>Inwood Intermediate</b>
Principal <b>Dr. Salvador A. Fernandez</b>		Assistant Principal <b>Ms. Lupe Leon</b>	
Coach		Coach	
Teacher/Subject Area <b>Ms. Suzanne Sheerin/ESL</b>		Guidance Counselor <b>Ms. Maria Mendez</b>	
Teacher/Subject Area <b>Mr. Jose Vilson/ Math</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Ms. Licette Vasquez</b>	
Related Service Provider		Other	
Network Leader <b>Mr. Lawrence Block</b>		Other <b>Mrs. Nohemy Lucero</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>7</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>6</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>5</b>

### C. School Demographics

Total Number of Students in School	<b>738</b>	Total Number of ELLs	<b>278</b>	ELLs as Share of Total Student Population (%)	<b>37.67%</b>
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## Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

During registration, parents or guardians of new arrivals complete a Home Language Identification Survey (HILS) and based on their answers, it can be determined if the child needs to receive a LAB-R test. Test scores from the LAB-R determine whether these new students are entitled to receive Bilingual Education services. Essentially, this test determines whether or not the students are ELLs. Taking into consideration the Parent's Program selection form, the bilingual coordinator and the Assistant Principal in charge of the grade get to decide the class that best meets the needs of the student.

Parents of newly enrolled students receive a brochure entitled "A Guide for Parents," and view a New York City videotape that describes to parents the available programs for ELLs. They receive information defining bilingual and ESL instructional models, enabling them to make an informed decision in selecting an instructional model that best meets the needs of their child.

During the parents' workshop, parents will have the opportunity to view, receive and ask questions about the three (3) types of Bilingual Programs available in the New York City Public Schools. The three (3) programs that will be presented to the parents are Dual Language, Transitional Bilingual and English as a Second Language (ESL). The programs that are available in our school (Transitional Bilingual/ ESL) are aligned with the parents' requests. After the parents are given the pertinent resources and materials, they will select either the Transitional Bilingual or ESL program. If the parents do not have the opportunity to attend the workshop the information is made available to them at any time during the school year. We currently do not offer a Dual Language Program at our school. However, if there are parents who express interest in this program, it will be made available to them.

Students are evaluated annually using the NYSESLAT exam. This exam tests students' levels of proficiency across the four language modalities: reading, writing, listening, and speaking. This exam may help to determine program placement from year to year.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
<b>Dual Language</b> (50%:50%)							0	0	0					0

<b>Freestanding ESL</b>														
Self-Contained							0	0	0					0
Push-In														0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	278	Newcomers (ELLs receiving service 0-3 years)	122	Special Education	63
SIFE	28	ELLs receiving service 4-6 years	59	Long-Term (completed 6 years)	27

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	91	18	0	5	0	0	0	0	0	96
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	31	2	0	76	7	6	69	0	6	176
<b>Total</b>	<b>122</b>	<b>20</b>	<b>0</b>	<b>81</b>	<b>7</b>	<b>6</b>	<b>69</b>	<b>0</b>	<b>6</b>	<b>272</b>

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							32	32	32					96
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>32</b>	<b>32</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>96</b>

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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							61	60	57					178
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>61</b>	<b>61</b>	<b>58</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>180</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Approximately 37.67% of the school's population is designated as English Language Learners (ELLs). As per the New York City Educational Policy, English Language Learners (ELLs) will participate in either Transitional Bilingual Education (TBE) or freestanding ESL. The purpose of this policy is so that all students will be given the support needed so that they may meet the highest standards. These programs offer students rigorous instruction in ESL and in the content areas.

All students are taught in self-contained classes; however, they may receive additional services through a push-in or pull-out model. Student programs are blocked, meaning that all classes travel together as a group.

Newcomers will receive instruction in their native language, in addition to ESL instruction. Intensive training of English language skills will include the four areas of language development: understanding & listening comprehension, speaking, reading, and writing. In addition, we will also focus on survival skills and connecting students' learning to the content areas of social studies, math, science, and language arts. This will ensure the newcomers' academic and social success in the community, school and classroom environment. They will also be eligible to attend a summer school enrichment program.

Our TBE program has 96 Spanish-speaking ELLs. In grade 6, there are 32 Spanish-speaking ELLs. In grade 7, there are 32 Spanish-speaking ELLs. In grade 8, there are also 32 Spanish-speaking ELLs. Our TBE classes will follow the guidelines of the New York City Policy that mandates that the students with limited English proficiency will be instructed as follows: 40% in English language development and 60% in their native language. As they increase in English proficiency or when they are at the intermediate level, instruction will then be changed to 50% English / 50% Spanish. Finally, at the advanced level of English proficiency, instruction will be at 75% English / 25% Spanish.

Our ESL program is comprised of 178 Spanish speaking ELLs. In grade 6, there are 61 Spanish Speaking ELLs. In grade 7, there are 60 Spanish speaking ELLs. In grade 8, there are 57 Spanish speaking ELLs. We also have 1 Arabic-speaking ELL and 1 Haitian-Creole speaking ELLs. Our free standing English as a Second Language (ESL) Program Model offers students all instruction in English. The curriculum will include a number of units as described by the New York State Guidelines: 180 minutes of ESL instruction (4 periods of 45 minutes each)

for children at an advanced level of English and 360 minutes of ESL instruction (8 periods of 45 minutes of each) for children at a beginner/intermediate level of English.

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

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

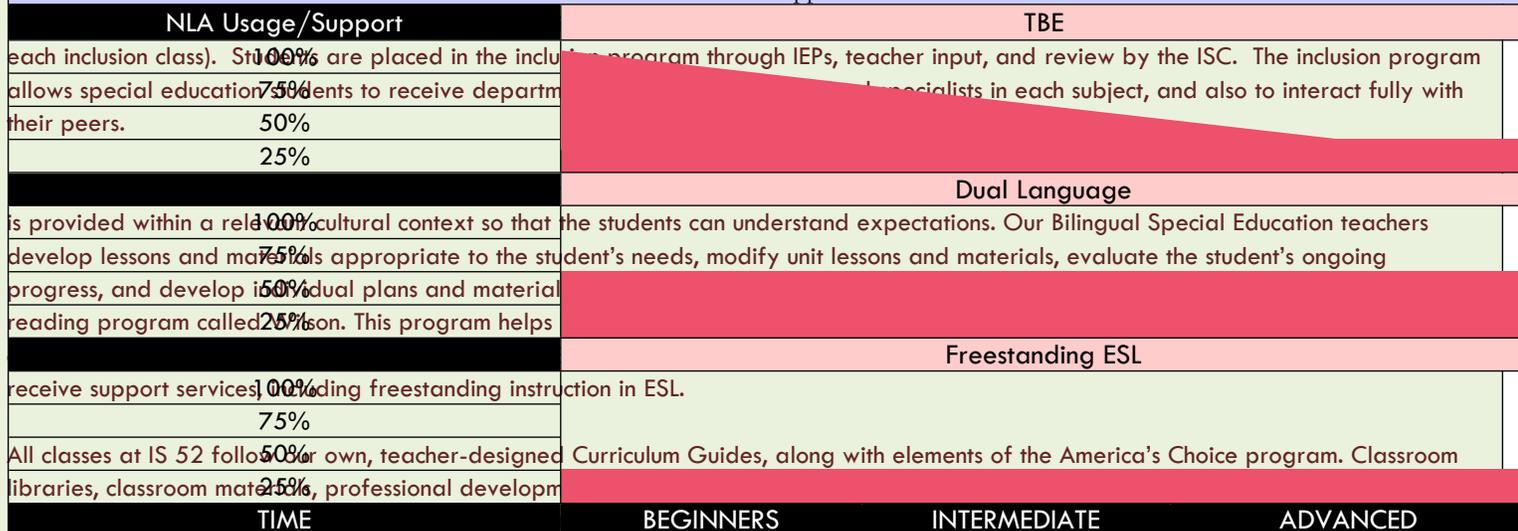
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

Our Special Education students have Individualized Education Plans (IEPs) and receive services through the school's Special Education

**Native Language Arts and Native Language Support**

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



with materials and instruction appropriate for their academic development. All literacy units incorporate the America's Choice monographs, professional materials and coaching sessions into the classroom instruction. All ELL classrooms have listening centers. It is important that ESL students develop strong listening and reading skills in order to interpret the concepts, ideas and opinions expressed through literature. Therefore, listening centers are being utilized in all of the ESL classrooms. A wide variety of listening materials have been purchased that are appropriate for students of all proficiency levels. The listening materials include books on tape from various genres and combine subject matter from other disciplines (informative texts, fiction, poetry, etc.). Listening tasks are created by the ESL teachers to accompany each book on tape in the listening center. Students are responsible for completing a listening task each time they are scheduled to use the listening center. Each student visits the listening center twice a week. Students are scheduled and grouped together according to their NYSESLAT listening scores. Listening tasks have been carefully designed to help students practice all 4 modalities (Reading, Writing, Listening and Speaking). In order for listening comprehension to be facilitated, language skills have been embedded in each listening activity. Most importantly, the use of the listening centers in the classrooms allows for the ESL students to repeat and rehearse the language in a meaningful and authentic way.

## 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?

At IS 52, the literacy classes that are taught in English and the Native Language Arts (SLA) all follow the same curriculum format and best practices. The classes are taught to the NYS standards. Although all the classes are taught in parallel, the instructional tools are different, in order to best meet the needs of the students. In order to improve literacy achievement in Native Language Arts for all students in the bilingual program, our instructional program strategies in Native Language Arts focus on balanced literacy, thus reinforcing literacy skills taught in English Language Arts and English Second Language classes.

Also, ESL classes are currently using a mix of low level/high interest texts, literature for students struggling with reading skills, core libraries in both languages, authentic literature, Mega Words by Chall-Popp, Phonics by Modern Curriculum Press, and/or Reaching Struggling Readers by Holt, Rinehart and Winston. We have recently purchased ESL nonfiction materials specifically designed for ELL students. ESL classes have listening centers with books on tapes to help our students practice all 4 modalities.

IS 52 has Interdisciplinary teams throughout the school which allows for Content-based instruction to take place. (CBI) is "the integration of a particular content [e.g., math, science, social studies] with second language aims. CBI allows for English to be taught at a comprehensible level in order to increase students' understanding of the subject matter and build language skills simultaneously. In addition, research (Custodio & Sutton, 1998) has shown that CBI often uses authentic tasks centered around authentic materials, so it can help language minority students increase their motivation, and provide more opportunities for them to explore prior knowledge. Therefore, the use of the CBI model can be effective in the ESL classroom.

Our newly arrived ELL students will receive intensive training of English language skills in the four areas of language development: understanding, listening comprehension, speaking, reading and writing. In addition, we will also focus on survival skills and connecting the student's learning to the content areas of Social Studies, Math, Science and Language Arts. This will ensure the newcomers academic and social success in the community, school and classroom environment.

Our school will offer a wide range of academic intervention services (AIS) for students who are at risk of academic failure as well as students performing at Level 1 or Level 2 in mathematics or literacy state and/or city standardized exams. These services include AIS, after school, and Saturday programs.

In order to increase the percentage of students meeting promotional standards, all ELLs that have taken the NYS exams have been targeted for AIS, enrichment programs, and test prep and after school programs. The After School Program is an extended day program designed to service Level 1 or Level 2 students. This program is an enrichment program that provides extra support to our students in the areas of reading comprehension, vocabulary and word analysis it also provides are students with test taking skills. We have also scheduled Academic Intervention services for ELLs, where the ESL teacher works with students and is held an average of two periods per week. A licensed ESL teacher provides ESL mandated services to Parent Option/Opted Out bilingual students.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Making use of performance data, such as Acuity and Performance Series exams, as well as informal, class assessments from teachers to diagnose and monitor the learning of our target group, our research indicates that the primary deficiency among our ELL population is lack of vocabulary and academic language. Lack of vocabulary significantly affects ELLs, as they are not able to grasp the academic language needed to succeed in these content areas. In order to close the achievement gap and transform our findings into implementation steps, professional development will focus on finding ways of improving the English language skills of ELLs and making recommendations for changes in any aspect of their schooling.

Our ESL and ELA teachers have worked to embed strategies for vocabulary development into their curriculum guides. Teachers used data to identify language problems and determine possible strategies for teaching and learning. Our ESL Department is, and will continue to, test these strategies to create a bank of multiple techniques that will address the specific needs of various students and learning styles. After identifying a system of successful teaching strategies, teachers will share the knowledge gained from testing their instructional changes within our SLCs. Our goal is to find methods of making the content areas accessible to students who are struggling in English. This will reinforce the language skills that students receive in their English classes and provide them with the tools they need to succeed.

In our continued efforts to make each year a success at IS 52, we acknowledged the significance of creating a collaborative environment where teachers feel comfortable sharing questions, concerns and ideas, and discussing the structure and content of their lessons and instruction.

In order to create such an environment, all teachers are programmed to attend subject level meetings weekly, focusing on content and instructional materials. For example, staff can discuss broad-based strategies that comply with the curriculum frameworks and how to make them more specific in order to adapt to the needs of their individual classes/students.

In order to better meet the needs of our English Language Learners, IS 52 has a part-time ESL coordinator. The ESL coordinator will work to support all teachers of ELLs in exploring new pedagogical methods, embedding assessments into daily instructional activities, and differentiating instruction & classroom activities. These objectives will be achieved by organizing opportunities for staff to observe and reflect on each other's practices, developing and facilitating study groups & professional development meetings, assessing teacher needs, modeling lessons, and attending & turn-keying professional development workshops on behalf of our school. In addition, the coordinator will be responsible for assisting teachers in scaffolding the curriculum and in researching & acquiring additional instructional materials that will meet the needs of our ESL students.

Current instructional materials and curriculum guides were created by our ESL department and significantly benefit both students and teachers. Broken down by proficiency level and grade, these guides address ESL literacy by incorporating activities which will develop all four modalities (listening, speaking, reading, and writing) and offer teachers specific information to help identify, work with, teach and select materials for ESL literacy students across every unit of study. The curriculum guides provide ways that these materials can be used for instruction with individuals and groups. Pronunciation, reading, writing, idioms, grammar, testing, and vocabulary are just some of the elements that will be covered in each unit across all levels of fluency.

The planning for these guides began in March, continued throughout the summer, and will be implemented during the 2009-2010 school year. Modifications will be made throughout the year.

ESL teachers will attend two common planning meeting weekly with the ELA teachers of their grade. Each common planning session requires participants to work together to problem solve classroom issues, plan units of study or share a presentation on a specific topic with colleagues. These on-going sessions were designed to enhance collaboration amongst staff, aid teachers in scaffolding their lessons to reach all students, and to help teachers develop confidence, familiarity, and independence within their subject area and grade.

During the first three months, staff members become familiar with each other's strengths and how to work collaboratively to accomplish tasks within a focused time frame. This is essential to the success of these groups over the course of the year. Once we have developed a shared trust and respect within our groups, these sessions focus on building academic rigor, creating a literate learning environment, and establishing classroom rituals and routines. While these topics may seem trite, we have learned that they are an integral part of our success as a school, as they allow us to implement best practices throughout the year.

As we progress throughout the school year, we use these sessions to examine the elements of the readers' and writers' workshops, including the independent reading component, portfolios, using student data, rubrics and standards to refine the instruction and prioritizing next steps. The role of sourcebooks, notebooks, bulletin boards and word walls is also addressed.

IS 52 follows the mandate of providing five school-wide professional development workshops per academic year. This is instrumental because it helps the faculty understand the importance of working together, especially to provide maximum instruction and heighten the sensitivity for our large ELL population. Topics include scaffolding ESL methodologies into instruction, preparing for standardized exams and creating a print-rich, literate learning environment for the ELLs.

In addition, the ESL staff will attend professional development on a weekly basis through common planning meetings. Topics such as using listening centers, differentiating curriculum, and developing effective teaching points will be addressed. Teachers will also develop pacing calendars, lessons and modify the units to address the various levels of the ELL students. All of our ESL teachers will be trained to incorporate the following in their ESL classrooms:

- An Instructional Model that provides the structure for implementing New York City's curriculum objectives.
- Instructional resources including differentiated materials, leveled reading libraries, and software that supports individualized instruction and practice.
- Technology that promotes ongoing embedded assessment and differentiated instruction.

## E. Parental Involvement

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

I.S. 52 recognizes the crucial role of parental involvement in the students' academic performance. In order to build a strong and productive partnership between school and home, a full-time Parent Coordinator will facilitate two-way communication and coordinate activities among the staff, School Leadership Team, and Parents' Association. The Parent Coordinator will also conduct orientation sessions, focus groups, and training workshops for parents.

Throughout the school year, the ESL Department will be invited to attend meetings to explain the NYSESLAT exam and will provide ways to help parents help their children at home. The guidance department with the assistant principal in charge of the ELLs, will conduct workshops to inform parents about promotional and graduation requirements, and to help parents enable their children to meet these requirements. The special education department will conduct parent workshops to explain the IEP, and "town meetings" to discuss ways in which parents can help their children succeed academically and improve their attendance and ways to maintain a good parent-child relationship.

# 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)							33	25	30					88
Intermediate(I)							17	26	33					76
Advanced (A)							44	41	24					109
Total	0	0	0	0	0	0	94	92	87	0	0	0	0	273

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							11	12	6				
	I							6	12	13				
	A							27	28	21				
	P							32	32	41				
READING/ WRITING	B							17	16	24				
	I							15	28	33				
	A							43	36	24				
	P							1	4	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	32	32	3	0	67
7	51	19	2	0	72
8	60	17	1	0	78
NYSAA Bilingual Spe Ed				1	1

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	12	10	67	10	54	4	24	1	182
7	35	10	86	16	66	0	23	0	236
8	39	14	106	13	89	0	31	0	292
NYSAA Bilingual Spe Ed							1		1

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

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

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

Native Language Tests	
# of ELLs scoring at each quartile	# of EPs (dual lang only) scoring at each quartile

	(based on percentiles)				(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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

I.S. 52 consistently uses a combination of formative and summative data to assess the knowledge and skills of our ELLs, along with evaluating the success of our programs for ELLs. Teachers use information from the NYSESLAT exam, Acuity tests, Ed Performance, DRA Kits, and/or Fountas and Pinnell, along with data gained from rubrics, conferencing, and in-class work. This allows teachers the opportunities to better understand how their students are performing across the four modalities and provide instruction to support learning along each student's needs.

After examining the results of the most recent NYSESLAT, we discovered that 88 of our students (across grades 6 - 8) are performing, overall, at a Beginner Level, 76 are at an Intermediate Level, and 109 are at an Advanced Level. Of these students, 29 are performing at a Beginner level in Listening & Speaking, while 57 are performing at a Beginner level in Reading & Writing. Additionally, 13 are performing at an Intermediate level in Listening and Speaking, while 76 are performing at an Intermediate level in Reading and Writing. Finally, 76 are performing at an Advanced level in Listening & Speaking and 104 are performing at an Advanced level in Reading and Writing.

Using this data, we concluded that we should place more emphasis on developing the Reading & Writing modalities of our students, along with providing professional development for our staff in the Reading /Writing development of ELLs. To this end, students will be provided with 4-8 periods of ESL instruction per week, depending on their NYSESLAT scores. Beginner and intermediate level students will receive 8 periods per week and advanced level students will receive 4 periods per week. Reading skills will be reinforced through guided reading opportunities with individualized attention paid to comprehension strategies. Particular attention will be devoted to making connections, questioning, visualizing, inferring, and determining importance. They will also be provided with word study activities to support reading fluency skills and vocabulary development. In general education literacy classes, students will receive support which includes modifications to tests and handouts, scaffolding of lesson materials, as well as extra instruction and assistance within the classroom setting.

Also, writing skills will be reinforced through guided writing opportunities which will move the student along the writing continuum to conventional writing. Particular attention will be devoted to the six traits of writing (ideas, organization, voice, word choice, sentence fluency, conventions). They will also be provided with opportunities to write for various purposes and audiences, increase their ability to write words and use punctuation, and publish their work in different genres and formats. In general education classes, students will receive support which

Total Physical Response (TPR), visual aids and word walls with pictures to assist students in the learning of new vocabulary words. Our teachers will also learn to use appropriate and effective instruction to help ELLs build comprehension, fluency, understanding and vocabulary such as oral language through meaningful conversation and context, targeted skills through contextualized and explicit instruction, vocabulary building through authentic and meaningful experiences with words and the use of meaning-making strategies.

Based on the assessment analysis, we determined that our ELL students would benefit from a smaller class size. We have attempted to split ESL classes so that we may address individual learning needs and focus instruction on reading skills. We will address the foundational strategies and skills for literacy instruction, fluency, comprehension, vocabulary and phonemic awareness/phonics.

In order to best meet the needs of our bilingual students, at IS 52, the advanced literacy classes will follow America's Choice best practices curriculum utilizing ESL methodologies. The classes are taught to the NYS standards. The ESL classes are currently using core libraries and low level/high interest literature for students struggling with reading skills. All of our ESL classes have listening centers with books on tapes to help our students practice all modalities.

### 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		10/20/10
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		