



ELEANOR ROOSEVELT I.S. 143M

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 06M143

ADDRESS: 515 WEST 182ND STREET, NEW YORK NY 10033

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M143 **SCHOOL NAME:** Eleanor Roosevelt I.S.143M

SCHOOL ADDRESS: 515 West 182nd Street, New York NY 10033

SCHOOL TELEPHONE: (212) 927-7739 **FAX:** (212) 781-5539

SCHOOL CONTACT PERSON: Ourania Pappas **EMAIL ADDRESS:** opappas

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Roseann Bayer

PRINCIPAL: Ourania Pappas

UFT CHAPTER LEADER: Demetrius Daniel

PARENTS' ASSOCIATION PRESIDENT: Rafael Wilson

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** 601

NETWORK LEADER: Lawrence Block

SUPERINTENDENT: Martha Madera

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Ourania Pappas	*Principal or Designee	<i>Ourania Pappas</i>
Demetrius Daniel	*UFT Chapter Chairperson or Designee	<i>Demetrius Daniel</i>
Rafael Wilson	*PA/PPTA President or Designated Co-President	<i>Rafael Wilson</i>
Rafael Wilson	Title I Parent Representative (suggested, for Title I schools)	<i>Rafael Wilson</i>
Anna Foster	DC 37 Representative, if applicable	<i>Anna Foster</i>
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Jovanka Aquino	Member/	<i>Jovanka Aquino</i>
Roseann Bayer	Member/	<i>Roseann Bayer</i>
Michael Donoghue	Member/	<i>Michael Donoghue</i>
Jeanmarie Ramirez	Member/	<i>Jeanmarie Ramirez</i>
Josefina Urena	Member/ PARENT	<i>Josefina Urena</i>
Delta Abreu DeGuzman	Member/ PARENT	<i>Delta Abreu DeGuzman</i>
LATISHA Wilson	Member/ Parent	<i>Latisha Wilson</i>

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

* Core (mandatory) SLT members.

- * GUAYKA LOPEZ Parent
- * FILIBERTA NAVARETE Parent
- * SELENA Davidson Parent

Guayka Lopez
Filiberto Navarete
Selena Davidson

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.

Eleanor Roosevelt Intermediate School, 143M is dedicated to fostering academic excellence as well as to promoting dignity and respect for all individuals in our school community. We strive to provide our students with the curricular and social skills that will promote opportunities for individual growth and the development of high personal standards. We believe that a love of learning flourishes in a diverse community that respects truth, curiosity, creativity, humor, and independent thinking. We instill in our students integrity, decency, compassion and self-esteem. We seek to achieve our mission in partnership with parents and all members of the school community who share responsibility in the education of our students so they can achieve the highest personal growth and develop to be contributing members in our democratic society.

We are located in the Washington Heights section of Manhattan. The surrounding community is 97% Latino who have recently arrived from the Dominican Republic and other Latin American and Caribbean countries. Our total enrollment is 677 students. Our student body is comprised of 40% English Language Learners and 21% students with documented disabilities. Some of our students have had very little/interrupted formal education. Our students' daily attendance rate is 90%. Our suspension and incident rate for the 2007-08 school year was 2% (as per the most recent NYS School Report Card).

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Eleanor Roosevelt I.S. 143M			
District:	06	DBN #:	06M143	School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					90.3	92.0	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					95.2	95.4	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	173	141	243	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	317	237	231		84.4	84.4	89.8		
Grade 8	344	293	251						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					14	43*	TBD		
Grade 12									
Ungraded	25	23	26	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	859	964	751		53	29	16		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	65	51	64	Principal Suspensions	0	3	TBD		
No. in Collaborative Team Teaching (CTT) Classes	12	18	28	Superintendent Suspensions	22	12	TBD		
Number all others	72	52	66						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	195	141	114	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	133	114	155	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	17	81	(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	75	62	58
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	26	24	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	2	TBD
	12	11	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	84.0	90.3	TBD
Black or African American	1.8	2.2	2.5	Percent more than five years teaching anywhere	69.3	82.3	TBD
Hispanic or Latino	97.1	96.7	96.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.6	0.3	Percent Masters Degree or higher	84.0	95.0	TBD
White	0.9	0.6	1.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	99.3	100.0	TBD
Multi-racial							
Male	56.3	57.5	51.0				
Female	43.7	42.5	49.0				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	x	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	x	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	x	✓	✓				
Limited English Proficient	x	✓	✓				
Economically Disadvantaged	x	✓	✓				
Student groups making AYP in each subject	0	5	5				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	80.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

In planning for the 2010-2011 school year, we sought ways to increase class time for our students and afford our teachers with maximized time for professional development. As such, the administration decided to abandon the official homeroom period in the interest of maximizing capacity with the current staff. Eight teachers at IS 143 had been appointed to a Title 1 school prior to 1983 (almost 15% of the faculty). Eliminating homeroom allowed us to gain 24 additional periods in the program. As homerooms have been eliminated, this allows *all* teachers to be eligible for administrative assignments, increasing the ability to plan and implement meaningful professional development. Also, in order to increase the efficacy of the 37.5 minute enrichment program, the faculty voted through SBO to have this time increased to 50 minutes over three days.

Thirty one percent of our ELL's made significant gains on their NYSESLAT reading/writing portion during the 2009-2010 school year. We achieved our AYP in Science (a 12.6% gain) as compared to the previous year when we did not make our AYP. We also met our AYP target in Math however we did not meet our AYP in the area of English Language Arts.

A comprehensive analysis of available data (assessment data, Learning Environment Survey, etc.) revealed areas where growth is warranted. These are: use of data to drive instruction in science, incorporating writing into the curriculum school wide and emphasizing respect between and among students.

Analysis of available data also yielded efforts in the following.

Initiatives for the 2010-2011 school year will be:

- To launch the constructive use science assessment data in order to drive instruction.
- To launch specific units of study focused on different elements of writing.
- To incorporate writing into the Mathematics curriculum across the grade levels.
- Students will treat each other with respect.

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.

<u>GOAL #1</u>	To implement the constructive use of science assessment data in order to drive instruction. By June 2011, 80% of science educators will collaboratively develop a systematic approach to implementing the use of uniform science unit exam data to drive instructional practices that lead to improved student learning.
<u>GOAL #2</u>	A rigorous and challenging uniformed rubric will be developed and implemented by 100% of our ELA and ESL teachers to assess the progress our students make in their writing. Our goal is to have 70% of our students move at least one grade level as measured by the writing rubric.
<u>GOAL #3</u>	By June 2011, all Mathematics teachers will incorporate writing into the Mathematics curriculum across the grade levels and by all students as evidenced by entries in student Math journals.
<u>GOAL #4</u>	Students will treat each other with respect. On the 2010-2011 Learning Environment Survey, an increased number of students will report that “most students in my school treat each other with respect” (on the 2009-2010 Learning Environment survey, 44% of our students responded either “disagree” or “strongly disagree” to the following statement: “Most students in my school treat each other with respect”). We aim to increase the number of students who select “agree” with regard to that statement.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To implement the constructive use of science assessment data in order to drive instruction. By June 2011, 80% of science educators will collaboratively develop a systematic approach to implementing the use of uniform science unit exam data to drive instructional practices that lead to improved student learning.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Specific actions/strategies/activities</p> <ul style="list-style-type: none"> • Standardized Unit exams will be administered to generate science-specific data that will inform instructional practices. • Learning walks, Intervisitations and lab sites for sharing best practices will be led by the science assistant principal. • Interdisciplinary curriculum projects will be ongoing to improve math/science/ELA connections in an effort to improve application of knowledge. • Targeted student populations (our lowest 3rd), students with special needs and ELL’s, will be integrated into the school academic intervention services (AIS) program during the day and for the extended day program. • Science Department meetings will focus on the disaggregation of unit exam data sources and its implications for instruction. • Science and Math/ELA departments will be involved in integrated professional development sessions. to the extent possible throughout the academic year during professional learning team sessions. • Science exam preparations will focus on all students developing test sophistication skills. • Science laboratories focusing on performance skills will be expanded to include the use of scientific instruments and a measurements lab. • SnapGrades online system will contain comprehensive student science data regarding assignments and assessments to guide all students and parents throughout the instructional process. <p>Responsible Staff</p> <ul style="list-style-type: none"> • Principal • Assistant Principal

	<ul style="list-style-type: none"> • AIS Coordinator • Professional Learning Team consisting of all teachers and administrators • PTA • Consultant: Dr. Howard Segan of Accelerated Literacy Learning <p>Timelines</p> <ul style="list-style-type: none"> • All of our actions, strategies and activities are held from September to June. <ul style="list-style-type: none"> - Data is assessed during an 8 week cycle, contingent on Units of Study and assessments. - PLC meet weekly - Learning walks are held monthly - Intervisitations and Lab sites are held on a regular basis - Tutoring services and interventions are implemented daily - Science department meetings weekly - Science exam preparation will be held from February 2011 – June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Title 1 Funds are utilized as schoolwide project money to finance the implementation of specific programs and activities throughout the year. • GE Foundation Grant will continue to fund “Assessment For Learning” activities: <ul style="list-style-type: none"> ○ Five Science Teachers ○ Professional development: Accelerated Literacy Learning (Dr. Howard Segan) ○ Coverage funding will be devoted to intervisitations, learning walks and lab site implementation ○ National Science Teachers Association (NSTA) Conference (Ms. Fennelly & Ms. Gil) ○ Eduware Test Wizard will facilitate the continued development of uniform assessments ○ Senteo Assessment System ○ BrainPOP • Tax Levy Funds (NYCDOE) <ul style="list-style-type: none"> ○ FOSS/Insights Science Kits ○ Delta Science Modules ○ Science Classroom Libraries ○ SnapGrades Online Grading System: Projects, Homework, Assessments, Referrals, Reports, Announcements, Parent Communications, Email ○ Science Performance Lab/Prep Room

Indicators of Interim Progress and/or Accomplishment

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

Interval of Periodic Review

- NYS Science Assessment data will be analyzed in September 2010 to determine areas of need by student, grade, and across the grades to inform pedagogical practices.
- Science teachers, along with the science assistant principal, will use the Test Wizard program to develop uniform standardized unit assessments during weekly common planning sessions. Academic Unit exams will be administered in eight to ten week cycles and graded using Advantage 1200 Series through Apperson for the purpose of analyzing data to determine growth and improving instructional practices.
- BrainPOP is an online instructional and formative assessment resource that is utilized by science teachers on a weekly basis to gauge student understanding of science content.
- Science Laboratory Notebooks memorialize students work and teacher feedback on a weekly basis for all units of instruction throughout the academic year.
- Science Sourcebook/Journal memorialize student reflections, instructional pacing and archival artifacts of their learning throughout the academic year.
- SnapGrades is a web-based system that facilitates students, parents, teachers, administrators and guidance counselors to monitor individual student progress on a daily basis. It serves as a central clearinghouse for updated information regarding projects, homework, assessments, referrals, reports, announcements, parent communications, and email to all constituencies.

Projected Gains

- All science teachers will effectively use data to promote successful instructional practices that lead to student academic growth throughout the academic year.

Subject/Area (where relevant): ELA and ESL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>A rigorous and challenging uniformed rubric will be developed and implemented by 100% of our ELA and ESL teachers to assess the progress our students make in their writing. Our goal is to have 70% of our students move at least one grade level as measured by the writing rubric.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Specific actions/strategies/activities</p> <ul style="list-style-type: none"> • A standardized rubric will be administered to generate data specific to writing that will inform instructional practices. • Learning walks, Intervisitations and lab sites will highlight best practices for instructional implementation • Curriculum projects will be expanded to improve writing connections across the content areas in an effort to improve writing. • Targeted student populations (our lowest 3rd as measured by NYS exams) will be integrated into the school academic intervention services (AIS) program during the day, extended time and after school tutoring. • ELA and ESL Department meetings will focus on the disaggregation of data sources and its implications for instruction (such as the writing rubric, interim assessments, unit exams, and other uniform formative assessments). • Professional development sessions will consist of the use of data in order to drive instructional practices, developing unites of study aligned with the Common Core Standards • SnapGrades online system will contain comprehensive student writing data regarding assignments and assessments to guide all students and parents throughout the instructional process and aid in parental support at home. • Title III and Achieve 3000 will provide ESL students with the opportunity to further develop their writing through the use of non-fiction materials and group projects. • Graduate and Undergraduate Yeshiva University tutors will be assigned to a cohort of targeted students for additional instructional intervention. Affording the students with one to one tutoring. <p>Responsible Staff</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Bilingual Coordinator • ELA Coach • Professional Learning Team consisting of all teachers and administrators

	<ul style="list-style-type: none"> • AIS Coordinator • PTA <p>Timelines</p> <ul style="list-style-type: none"> • All of our actions, strategies and activities are held from September to June. <ul style="list-style-type: none"> - Data is assessed during a 6 to 8 week cycle, contingent on Units of Study and Assessments - PLC meet 4 times per week - Learning walks are held monthly - Intervisitations and Lab sites are held on a regular basis - Tutoring services and interventions are implemented daily
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Title 1 Funds are utilized as school wide project money to finance the implementation of specific programs and activities throughout the year. • Title III • Academic Intervention Services Coordinator funded through Title I • Bilingual Coordinator funded through Title I • English Language Arts Coach through the C4E • Professional Development by Achieve 3000 twice a year funded through Title III
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review</p> <ul style="list-style-type: none"> • NYS ELA Exam data will be analyzed in September 2010 to determine areas of need by student, grade, and across the grades. • Running Records will be implemented and analyzed in September 2010 to determine reading level • Baseline, Mid-Year, End of Year writing assessment will be implemented and analyzed to determine deficient areas and areas of strength (September, January, May) • Ed. Performance Series assessment will be implemented and analyzed to determine reading comprehension skills (October, December, March) • Unit Exams will be held quarterly to assess content (November, February, April, June) • Data from writing rubric will be collected and analyzed every 6 weeks to determine student growth and areas of need. • Acuity Interim Assessment will be analyzed and reviewed accordingly throughout the year. • Formative assessments will be administered throughout the school year to guide teachers in implementing specific strategies and skills to further promote critical thinking. <p>Projected Gains Students will make a year's progress as evidenced by the school wide writing rubric.</p>

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all Mathematics teachers will incorporate writing into the Mathematics curriculum across the grade levels and by all students as evidenced by entries in student Math journals.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Specific actions/strategies/activities</p> <ul style="list-style-type: none"> • Professional development in incorporating writing into the Mathematics Curriculum. • Professional Learning Teams will share best practices and disaggregate data gathered to further drive instruction. • Learning walks, Intervisitations and lab sites will highlight best practices for instructional implementation • Targeted student populations (our lowest 3rd as measured by NYS exams) will be integrated into the school academic intervention services (AIS) program during the day, extended time and after school tutoring. • SnapGrades online system will contain comprehensive student Mathematics data regarding assignments and assessments to guide all students and parents throughout the instructional process. <p>Responsible Staff</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Math Coach • Professional Learning Teams consisting of teachers and administrators • AIS Coordinator <p>Timelines</p> <ul style="list-style-type: none"> • All of our actions, strategies and activities are held from September to June. <ul style="list-style-type: none"> - Data is assessed during a 6 week cycle - PLC meet weekly - Learning walks are held monthly - Intervisitations and Lab sites are held on a regular basis - Tutoring services and interventions are implemented daily
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS</p>	<ul style="list-style-type: none"> • Lesson plans will be created by teachers during weekly meeting that will include and explain writing in the curriculum. • Academic Intervention Services will reinforce writing in their Mathematics Components. • We are a school wide project where we use Title I funds to support specific actions and

<p><i>and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>activities</p> <ul style="list-style-type: none"> • Title III • Academic Intervention Services Coordinator funded through Title I • Mathematics Coach through the C4E
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review</p> <ul style="list-style-type: none"> • Progress will be measured via Ed. Performance, teacher observations, student journal writing and Unit Exams • NYS Mathematics Exam data will be analyzed in September 2010 to determine areas of need by student, grade, and across the grades. • Ed. Performance Series assessment will be implemented and analyzed to determine readiness skills in the five strands (October, December, March) • Unit Exams will be held quarterly to assess content (November, February, April, June) • Acuity Interim Assessment will be analyzed and reviewed accordingly throughout the year. • Formative assessments will be administered throughout the school year to guide teachers to assess student writing as well as content knowledge in Mathematics. <p>Projected Gains</p> <ul style="list-style-type: none"> • Students will make a year’s progress as evidenced by the school wide writing rubric.

Subject/Area (where relevant): Respect for All

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Students will treat each other with respect. On the 2010-2011 Learning Environment Survey, an increased number of students will report that “most students in my school treat each other with respect” (on the 2009-2010 Learning Environment survey, 44% of our students responded either “disagree” or “strongly disagree” to the following statement: “Most students in my school treat each other with respect”). We aim to increase the number of students who select “agree” with regard to that statement).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Specific actions/strategies/activities</p> <ul style="list-style-type: none"> • The school-wide Behavior Contract will be reviewed and signed by each student. It will be available on our school website and referred to by teachers and administrators. • Peer Mediation program will continue across all grades to address issues surrounding bullying, harassment, etc. Peer mediators will serve as liaisons between adults and students (i.e. conducting surveys, giving teachers feedback, program evaluation, etc.) • Assembly topics will include Respect for All, bullying, cyberbullying, harassment, tolerance, etc. <p>Responsible Staff</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Guidance Counselor • Team Leaders • Teachers <p>Timelines</p> <ul style="list-style-type: none"> • All of our actions, strategies and activities are held from September to June. <ul style="list-style-type: none"> - Peer mediation is held on an ongoing basis - Assemblies are held weekly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Title 1 Funds are utilized as school wide project money to finance the implementation of specific programs and activities throughout the year. • Programs and other activities will be funded through C4E and student funding.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interval of Periodic Review</p> <ul style="list-style-type: none"> • Ongoing feedback from the peer mediators (September 2010 – June 2011) • Student surveys periodically during the school year to assess progress toward the goal (November 2010, February 2011, April 2011, June 2011) • Guidance department will coordinate selection and training of peer mediators and supervise the administration of the Peer Mediation program September 2010 – June 2011 • Guidance department will participate in the Respect for All training. Material will be presented to teachers during Professional Development meetings and to students during assemblies. October 2010 • Assistant Principals will arrange for guest speakers during grade wide assemblies to speak on topics surrounding respect, tolerance, bullying, etc. September 2010 – June 2011 <p>Projected Gains To have a higher % of student agree with the statement “most student in my school treat each other with respect”.</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								
1								
2								
3								
4								
5								
6	53	10	N/A	N/A				
7	93	12	N/A	N/A				
8	66	21	87	31				
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Intervention Services which support, enhance and strengthen English Language Arts acquisition are implemented accordingly throughout the year. Students selected are assessed regularly to determine growth and modifications to the interventions in place. The following supplemental programs support our Academic Intervention Services;</p> <ul style="list-style-type: none"> • Best Practices in Reading through McDougal Little, Bridges to Literature (small group, during school) • Teen Biz 3000 (through Achieve 3000 in the computer lab during and after school) • Rewards (small group, during school) • The Yeshiva Tutors program allows our academic intervention coordinator to assign university level students and match them to support and provide assistance to a specific student.
Mathematics:	<p>The following interventions are implemented in Mathematics;</p> <ul style="list-style-type: none"> • Yeshiva Tutors program (one-on--one tutoring during school) • Math Fridays (small class tutoring after school); • During class, heterogeneously, small grouping • Implementation of cross curricular activities in Science and Math
Science:	<p>Science intervention services are offered through discrete programs that provide students instructional enrichment and test preparation.</p> <ul style="list-style-type: none"> • Collaborative math and science planning sessions for teachers focused on the development of an after-school intervention math program intended to strengthen the mathematics necessary for the successful completion of the science laboratory practicum. • Science teachers with academic intervention periods are assigned specific cohorts of students who will benefit academic language development useful in the science instructional program. • Super Saturday Science intervention is offered to students who are strongly encouraged to work on the various laboratory components necessary for success on the state science practicum. • The Yeshiva Tutors program allows our academic intervention coordinator to assign university level science students perform their required community service hours with our English Language Learners and Special Education students within the context of our science instructional program. • Highly successful Regents level students participate in our Science Peer Tutoring program focusing on the delivery of personal one-on-one assistance. Students participate in a school-wide Exit Project program that requires a multi-faceted approach to learning science projects. • The assistant principal personally team-teaches with all 8th grade mathematics teachers to review the mathematical concepts necessary for successful administration of the science practicum.

Social Studies:	We provide students with supports through; <ul style="list-style-type: none"> • Rewards Social Studies (small group; during school) • Yeshiva tutors small group instruction to assist students with exit projects and the social studies exam
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • One to one counseling during school • Anger management group counseling • Peer Mediation
At-risk Services Provided by the School Psychologist:	One to one counseling during school
At-risk Services Provided by the Social Worker:	One to one counseling during school
At-risk Health-related Services:	Guidance counselors, Columbia Presbyterian Clinic, and the Dental Clinic all provide our students with health related services.

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

NCLB/SED requirement for all schools

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

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

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

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11).
- ✓ We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11. 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. 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. 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:** _____ **LEP** _____ **Non-LEP**

Number of Teachers _____ **Other Staff (Specify)** _____

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

Form TIII – A (1)(a)

CSD 6 School Building I S 143M

Grade Level(s) 6-8 Number of Students in Title III program: LEP 50

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

School Overview	
Total school population:	677 students
Total number of ELLs in school:	272 Students
Grades served:	Grades 6-8
Transitional Bilingual (TBE)	
<p>Currently there are three general education transitional bilingual classes and 2 bilingual special education class, accounting for 122 of our ELL students: one on the sixth grade level (622), one on the seventh grade level (722), one on the eighth grade level (822), and two Bilingual Special Education combining multiple grades (824 & 571). ESL and bilingual content area teachers teach all TBE classes. The content areas (science, math, and social studies) that are taught in Spanish are done so to help students transfer their native language skills to English. Students are placed into the TBE classes based on their HLIS, Parent Choice, LAB-R, and the Spanish Lab. Students exit TBE based on the NYSESLAT results. Native language and English language instruction is aligned with New York City’s Language allocation policy (LAP) and reflects 40% English and 60% Spanish instruction for beginners; 50% English and 50% Spanish instruction for Intermediate level students; 75% English and 25% Spanish instruction for Advanced level students. Throughout the year the percentage of English instruction and Spanish Instruction will change in order to meet the students’ needs.</p>	

The level of instruction is determined by language proficiency level of each student and is measured each year by the NYSESLAT, LAB-R, and teacher recommendation. Classroom conventions support balanced literacy instruction in each ESL class that include, but is not limited to: print-rich environment to include teacher and student content, leveled classroom libraries, learning centers and weekly use of the computer lab, posted short, medium, and long-term planning (Sept.-Jun., projects, units, etc.), read aloud, independent reading and writing, shared and guided instruction, whole group, small group, and individual group instruction, all content areas are provided by fully certified bilingual teachers, all ESL services are provided by fully certified ESL teachers who participate in ongoing professional development, which helps teachers, incorporate varying skills and strategies in all content areas.

English as a Second Language

ELLs who are currently in monolingual classes and have not tested out of ESL, according to the NYSESLAT scores, are receiving ESL services through a free-standing ESL model. There are currently 150 ELLs in free-standing ESL classes. ELL students not participating in the school's Transitional Bilingual program will be in one of the 4 classes designated for ELL students (2 for grade 6, 1 for grade 7, and 1 for grade 8). The Free-Standing ESL is determined by the number of ELLs in one particular class as well as the proficiency level of those students. For example class 706 has 32 ELLs; those ELLs are of an advanced proficiency level according to the 2010 NYSESLAT scores. The students are grouped together in order to receive the appropriate time of services. Although the students are of the same proficiency level according to the NYSESLAT, instruction for these students is differentiated in order to meet the students needs in reading, writing, listening and speaking.

Teachers for both Bilingual and ESL classes are provided with professional development both within and outside the school. The teachers meet once a week as a team to discuss the progress their students are making, review the test data, and discuss what strategies and techniques need to be implemented to move the students forward. ESL instruction is provided by fully certified ESL teachers and is aligned to the NYS Learning Standard for English as a Second Language. Academic content area instruction is provided by classroom teachers using ESL methodology. Classroom conventions support balanced literacy instruction in each ESL class that include, but is not limited to the same as those listed above for the bilingual program.

Students demonstrating need of additional support have been assigned Academic Intervention Services (AIS) to provide them with help in reading and writing, as well as, enrichment opportunities through the use of Native Language Arts instruction. Students who display being SIFE are monitored closely for progress and participate in the extended day tutoring session with specific instruction geared toward developing their skills. Listening centers are also components being implemented as additional support.

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.

The Assistant Principals will meet with every teacher on a regular basis and review the assessment tools that are being used. The discussions will focus on how well each student is doing and what the teachers are doing to meet the needs of each student. Teachers will also meet to discuss their students’ progress. The support staff in the building that provides services for the students will attend the meetings on a regular basis, as support is needed. This way, all staff working with the students will have ample opportunities to assess how the students are performing and what needs to be done to help the students be successful.

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.

Title III Language Instruction Program

In addition to the existing services , I.S. 143M will provide the following programs under Title III:

ELL After School Program:

- Total Students: 50, 10-15 students per class
- Target Population: ELLs 1-2 years/SIFE, ELLs 4-6 years and Long term ELLs
- English Language Proficiency Levels: All levels
- Grade levels: 6-8
- Supervisor: Susan Rivera (Assistant Principal)
- Materials: Achieve 3000 computer program, Launch into Reading program levels 1 & 2, Empire State NYSESLAT ESL/ELL books, notebooks, chart paper, incentive charts, post-its, construction paper, and other such supplies
- Frequency and duration of activities: Classes will take place Mondays and Friday after school from 2:20-4:30, 27 weeks
- Proposed dates: December 6, 2010- May 27, 2011

- Number of teachers participating: 4
- Measurement/assessment: Increased % of students moving up to the next level of proficiency as monitored by Achieve 3000, Interim Assessment and teacher observations; Increased % of students passing state exams such as the NYS Math, ELA and NYSESLAT
- Rationale: Students are in need of instruction, exposure to technology, and English language development in addition to the regularly scheduled programs. Students will have access to computers through the use of the ELL program *Achieve 3000* as well as small group opportunities to engage in activities related to all content areas through the use of Launch into Reading.
- Individual needs of ELLs: This after school program will support academic subjects and linguistic development that validates and respects the students' right to actively participate in their own and each other's academic subjects. The ELLs in the 1-2 Year(s) category will be taking the ELA for the first time this year and are in need of additional support. ELLs that have been receiving services for more than 4 years as well as those that SIFE are at a greater risk of becoming long-term ELLs. Title III program will target such students to help prevent more students from becoming long-term ELLs. Students will be given the opportunity to participate in activities that incorporate the four modalities: reading, writing, speaking, and listening in studying a variety of content areas such as ELA, Math, Social Studies, and Science.

Professional Development

Program Rationale:

Number of teachers: 4

- Frequency and duration: 2 sessions (two hours/ session) throughout the year.
- Number of teachers: 4 teachers- the ESL teachers and the supervisor participating in the *ELL After School Program*.
- Measurement and assessment used to monitor students as a result of participation in PD: Teachers will have the opportunity to apply what they have learned from the PD to their instruction to increase student academic performance, as evident by increased % of students passing state exams such as the NYSESLAT and the ELA.
- How activities will be differentiated: The teachers will be provided with professional development for the use Achieve 3000 to support their English Language Learners. *ELL After School Program* teachers will also receive training in the use of academic content-based materials to support the implementation of the after school programs.

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

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Category	Proposed Expenditure
Direct Instruction	
After school Per-Session 27 weeks (1 hour each session/ 4 sessions/week) x 4 teachers = $27 \times 4 \times 4 \times \49.73 per hour= \$21,483.36	\$21,484
Assistant Principal to coordinate and supervise the Title III program and services. 26 weeks (1 hour each session/ 4 sessions/week) x 1 supervisor = $26 \times 4 \times 1 \times \52.04 per hour= \$5,412.16	\$5,415
Parent component- parent workshops 2 sessions (1 hour/session) x 1 teachers = $2 \times \$49.73$ per hour = \$99.46	\$100
Professional Development	
Per- Session Professional Development 2 Sessions (2 hour/ session) x 4 teachers = $4 \times 4 \times \$49.73$ per hour = \$795.68	\$796
Pre period coverage for Professional Development 15 hours x 3 teachers x \$38.17 = \$1,717.65	
	\$1,718

<p>Materials Achieve 3000 ≈ \$6,000 Trade books (book talk within after school program): Sussman Classroom novel set ≈ \$1000 Empire State NYSESLAT ESL/ELL books Grades 6-8: 60 books x 3 levels x \$19 per book ≈ \$3420 Supplies: notebooks, chart paper, incentive charts, post-its, construction paper, as well as other ELL materials for ELLs After School. ≈\$407</p>	<p>\$10,827</p> <p>Total = \$40,340</p>
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**Title III, Part A: Language Instruction for Limited
English Proficient and Immigrant Students
School Year 2010-2011**

Form TIII-B (1)

Form TIII – B (1)

DESCRIPTION OF ASSESSMENT AND ACCOUNTABILITY

LEA:

Assessment and accountability will play a large role in classroom instruction. Each teacher will be responsible for doing ongoing assessment in the classroom as well as in the after school program- *ELL After School Program*. Some of the assessment tools to be used are the state standardized exams such as the NYSESLAT, Math, and ELA. The Achieve 3000 assessment and Interim Assessments will also be used to track the students' progress.

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

Form TIII – C (1)

DESCRIPTION OF PARENT AND COMMUNITY PARTICIPATION

LEA:

Parents will be invited to observe classes during the after-noon sessions in order to develop the home language, at least two times beginning in November and ending in May. There will also be a Spanish/English parent work-shop provided by Title III teachers and supervisor to explain the after-noon sessions as well a variety of ways to get parents involved in children's education. The workshop is scheduled for February during one of the after school program sessions from 3:10-4:10pm. The projected number of parents is 30.

Other programs will be offered for parents in order to support English Language Acquisition; however these other programs will be supported with other funds, not Title III.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Each parent fills out a survey form to determine their preferred language of communication. All school documentation is distributed in both English and Spanish. Parents requiring other languages are offered translation services through the Department of Education Translation Unit.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The school provides adequate services to parents through translation services provided by the parent coordinator, qualified teachers on each grade, and support from the DOE Translation Unit when necessary. We have incorporated a web based program called SnapGrades which is interactive and allows parents and teachers to communicate on a daily basis in either English or Spanish. We have also launched our school's website which informs the parents of ongoing activities, programs, and meetings in both English and Spanish. Accommodations are made on a case by case basis for all other language needs.

Part B: Strategies and Activities

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

Much of the paperwork that is sent to the school from the regional and city levels comes in various languages. Any additional information that needs translation in house is translated by the parent coordinator and various qualified faculty. A document is never sent out unless all necessary translations can be sent out simultaneously.

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

The Parent Coordinator will help the teachers with translations when individual conferences occur. When the Parent Coordinator is occupied qualified faculty or parent volunteers provide oral translation services.

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

We currently post all school signs in both English and Spanish in various locations throughout the school. All parents are provided with the Bill of Rights in both English and Spanish, and if there is a need for any other translated versions these versions are requested from the Translation Unit. Our safety procedures and all pertinent documentation is translated in English and Spanish.

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:	\$707,455	\$115,954	\$823,409
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,075	\$1,160	\$8,234
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$35,373	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$70,746	*	

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

100% of our teachers are highly qualified (all of our teachers have been highly-qualified as of 2008).

* 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.

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.

We utilize Title I monies to provide additional instruction in ELA. Students are programmed for double periods on a daily basis for ELA instruction. As such, teachers are assigned no more than 60 students (as opposed to traditional programming which assigns 150 students to each teacher).

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - Writing across all content areas with focus on elements of persuasion
 - Standardized unit exams (results are analyzed and used to inform professional development and instruction)
 - Targeted academic intervention services
 - Professional development teams, common planning time, interdisciplinary grades meetings
 - Elimination of homeroom to maximize instructional time
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Summer school
 - Provide project/inquiry based instruction
 - Provide advanced placement opportunities in Science and Math
 - Incorporate the use of technology in the classroom
 - Provide counseling, pupil services, mentoring services, college and career awareness/preparation.

3. Instruction by highly qualified staff.

All of our staff is highly qualified according to NCLB guidelines.

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.

Chancellor's Conference Days are planned with high-quality professional development aimed at improving instruction.

Weekly meetings include:

- Department based common planning meetings
- Professional learning team meetings
- Interdisciplinary grade meetings
- Individualized teacher conferencing with Assistant Principals

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

Only teachers who are highly qualified by state and federal standards are hired at IS 143.

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

The IS 143 Parents' Association provides numerous workshops to encourage parent involvement. Alianza Dominicana (our CBO) provides services for parents as well.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

n/a

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

When we were able to program half classes, teachers were able to delve deeply into student data in order to provide targeted instruction based on the needs of every student. The DRA and EdPerformance assessments are implemented to identify student strengths and weaknesses. Recent initiatives include providing professional development to assist teachers in making meaningful instructional decisions based upon this data. Professional development in this area is ongoing.

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.

Our AIS coordinator identifies students in need of Academic Intervention and programs them into AIS periods based upon areas of deficiency.

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.

- Peer Mediation/Conflict Resolution
- Monthly Nutrition Committee meetings (with students)
- Students in Temporary Housing monitoring system (McKinney-Vento Act)
- Service Learning Program
- Community Volunteerism

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

Explanation/Background:

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$707,455	✓	Appendix 3, Part C, Pg. 38 - 39
Title I, Part A (ARRA)	Federal	✓			\$115,954		
Title II, Part A	Federal			✓	Not available		
Title III, Part A	Federal	✓			\$40,760	✓	Appendix 2, Section II, Pg. 29
Title IV	Federal			✓	Not available		
IDEA	Federal		✓		n/a		
Tax Levy	Local	✓			\$5,075,169	✓	Appendix 1, Part B, pg. 24

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

NCLB/SED Status: Restructuring Advanced **SURR³ Phase/Group (If applicable):** _____

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

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

During the 2009-2010 school year, we did not meet our AYP for all students in ELA.

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.

We are currently providing all of our students with additional supports through Academic Intervention Services, One on One Yeshiva Tutors, Cross Curricular writing with elements of persuasion, after school tutoring, and Friday/Saturday enrichment opportunities. Our students are also participating in guided reading groups with the use of Bridges to Literature, Teen Biz (Achieve 3000), and small group instruction where the teacher/student ratio is 1/15.

School Under Registration Review (SURR)

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.

We utilize the 10% set aside to fund the ELA coach in order to provide teachers with high-quality professional development provided during prep and planning periods during the school day.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We currently have one speech teacher in need of mentoring services. The speech teacher is assigned to a highly experienced buddy speech teacher who has a proven track record of outstanding student outcomes. Both teachers share the same speech education facility and observe each other in a lab site setting where ongoing briefings are the norm. The novice teacher capitalizes on the talents of the experienced teacher who is always available for guidance and direct assistance. The speech teacher is also afforded opportunities to interact with teachers during various weekly collaborative planning sessions (grade, department and professional learning groups) to enhance their understanding of clients, analysis of student data, identify the social dynamics impacting on students and capitalize on the school's resources for maximum student improvement efforts.

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.

Letters detailing our NCLB accountability status are sent to parents (in English and Spanish) and posted on our school website.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We currently have 5 student(s) in temporary housing.

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

Students in Temporary Housing are provided with uniform clothes, school supplies, and any other material needs they require to participate fully in school. They are also encouraged to participate in after school tutoring programs and extra-curricular activities. Accommodations are made to provide any monies necessary for participation in field trips.

Part B: FOR NON-TITLE I SCHOOLS

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

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 143 Eleanor Roosevelt					
District:	6	DBN:	06M143	School		310600010143

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(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		90.3	92.0	90.4
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.2	95.4	97.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	141	243	176	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	237	231	236		84.4	89.8	89.8
Grade 8	293	251	232				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		14	43	48
Grade 12	0	0	0				
Ungraded	23	26	28	Recent Immigrants - Total Number:			
Total	694	751	672	(As of October 31)	2007-08	2008-09	2009-10
					53	29	16

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	51	64	58	Principal Suspensions	0	3	3
# in Collaborative Team Teaching (CTT) Classes	18	28	30	Superintendent Suspensions	22	12	19
Number all others	52	66	52				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	141	114	TBD	Number of Teachers	75	62	63
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	26	24	12
# receiving ESL services only	114	155	TBD				
# ELLs with IEPs	17	81	TBD	Number of Educational Paraprofessionals	3	2	15

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
	12	11	59	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	84.0	90.3	90.5
				% more than 5 years teaching anywhere	69.3	82.3	92.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	95.0	93.7
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	99.3	100.0	100.0
Black or African American	2.2	2.5	2.4				
Hispanic or Latino	96.7	96.0	94.3				
Asian or Native Hawaiian/Other Pacific	0.6	0.3	0.0				
White	0.6	1.2	3.3				
Male	57.5	51.0	53.3				
Female	42.5	49.0	46.7				

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

SURR School (Yes/No)		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					
	Restructuring Advanced				v	

Individual Subject/Area AYP Outcomes:

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

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

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

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	v	v	-				
Limited English Proficient	X	v					
Economically Disadvantaged	v	v					
Student groups making	4	5	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	45	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	30.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the this Comprehensive Educational Plan. This policy was adopted by IS 143 on 06/18/2010 and will be in effect for the period of 09/2010- 6/2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before 10/2010.

School-Parental Involvement Policy

IS 143, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

IS 143 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences bi-annually.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide report cards 4x a year. Parents also have access to SnapGrades (www.snapgrades.net) where they can view their child's current progress. SnapGrades also generates progress reports and sends them to parents via email. The School Messenger (an automated telephone calling system) updates parents with information regarding meetings, conferences, workshops, etc.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings. The school will invite all parents to these meetings.
8. Host monthly meetings for parents informing them of school activities and ways to support their children.
9. Provide weekly parent workshops (i.e. how parents can use SnapGrades, beginning computer classes, crafts, baking, etc.)
10. Ensure information disseminated to parents is understandable (including alternative formats for parents with disabilities and in a language that parents can understand).
11. Provide information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic

assessment used to measure children's progress, and the proficiency levels students are expected to meet.

12. Provide opportunities for parents to formulate suggestions and to participate in decisions about the education of their children.
13. Provide parents individual student reports about the performance of their child on the State exams.

Parent Responsibilities

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

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

SIGNATURES:

_____ SCHOOL	_____ PARENT(S)	_____ STUDENT
_____ DATE	_____ DATE	_____ DATE

IS 143
FAMILY SCHOOL COMPACT
2010-2011
www.IS143.org

The following represents an agreement by all parties concerned regarding individual roles in improving student achievement. Every member of our school community has been made aware of the specific tasks assigned to them in this mission. Our I.S. 143 community believes that we must aspire to help each student achieve to the best of their ability. While our goals and aspirations are the same for all students, we must reach deeper and work better to help those who are not achieving as well as their peers to meet and exceed all learning standards.

Students agree to:

- attend school regularly
- arrive on time well equipped and ready for work
- respect school rules and policies
- complete all homework assignments
- always try to do my best work at home and in school
- assist others with their learning
- believe in myself and my own abilities
- respect others and recognize that everyone learns in different ways and at a different pace.

Families/Parents agree to:

- make every effort to send child to school on time every day ready to learn
- attend curriculum partnership nights to become more familiar with child's learning
- maintain a home environment that allows a place and time for completion of homework every day
- review all homework assignments and sign completed homework every night
- encourage their child to read at least 30 minutes a day
- be available to assist child with homework and other inquiries
- provide enriching learning experiences for child at or away from home
- support the school uniform and discipline policies
- monitor child's academic progress and attend school conferences
- communicate regularly with the school
- show patience and respect when addressing concerns or difficulties at school
- volunteer time at school whenever possible
- be their child's strongest advocate, but always look critically at student work and progress.

**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 601	District 06	School Number 143	School Name Eleanor Roosevelt
Principal Ourania Pappas		Assistant Principal Susan Rivera	
Coach Michael Donoghue		Coach Joanna Rosso	
Teacher/Subject Area Sophia Matos		Guidance Counselor Jovanka Aquino	
Teacher/Subject Area Michael Lataille		Parent Rafael Wilson	
Teacher/Subject Area Jeanmarie Ramirez		Parent Coordinator Cecelia Anglero	
Related Service Provider Stephanie Burke		Other	
Network Leader Larry Block		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	679	Total Number of ELLs	287	ELLs as Share of Total Student Population (%)	42.27%
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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.

Paste response to questions 1-6 here

1. The parents/guardians of Students that are newly enrolled in a New York City school are informally interviewed by the bilingual coordinator and the pupil personal secretary to determine if in fact this is the student's first time in a NYC public school. If the student is a new student the parent/guardian completes a Home Language Identification Survey (HLIS). This survey helps us, the school, identify which students may be English Language Learners (ELLs). Once potential ELLs are identified, they are administered LAB-R test within ten days of enrollment. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services.
2. The parents are notified and given an orientation informing them of the choices offered throughout the city (Transitional Bilingual (TBE), Dual Language, or Free-Standing ESL). The parents have the opportunity to view DVD provided by the New York City Department of Education, which further explains all three programs. After the video is viewed, we then discuss the options available in this school with the parents, and emphasize that they are entitled to select whichever program they feel would be most suitable for their child. This process is also completed within in the first 10 days of the student's entrance.
3. We make a concerted effort to make sure parents receive entitlement letter and have parents complete the Parent Survey and Program Selection Form at the end of the Orientation and presentation. There are few parents who wish to have more time to consider their options. Those parents who do not return the forms are contacted and advised that their child will be placed in our TBE Program, which is the default program. This process is also completed within in the first 10 days of the student's entrance.
4. Upon completion of the Parent Survey and Program Selection the bilingual coordinator or the appropriate grade Assistant Principal will discuss with the parents the child's placement. Student placement is based on LAB- R results and parent selection. Parents then receive a placement letter, in their native language, informing them in writing of their child's placement as discussed during the Parent Orientation. If the students are not already in the appropriate class they are moved as soon as possible to ensure that they are receiving the appropriate services.
5. According to the Parent Survey and Program Selection Form, for newly arrived students, at I.S. 143, about 99% of the parents request the TBE Program. The other 1% chooses to enroll in a free-standing ESL program. Our parents have expressed that they have made their decision based on the DVD and information session that is held.
6. Many of the parents of the students that have been in the country for a number of years have asked for their child to be moved out of a transitional bilingual program. This is usually the case of students that are coming to our school from another school, such as our 6th graders. In such cases if there is appropriate space these students are moved to free-standing ESL classes, as per the Parent/guardians requests. The parents /guardians of such students usually meet with the appropriate grade level Assistant Principal as well as the Bilingual Coordinator to discuss their options. We inform the parents that research has shown students have been known to perform better if the stay in the same program as opposed to switching back and forth. Parents are asked to put their requests in writing.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							2	1	2					5
Push-In							1	1						2
Total	0	0	0	0	0	0	4	3	3	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	287	Newcomers (ELLs receiving service 0-3 years)	113	Special Education	64
SIFE	40	ELLs receiving service 4-6 years	74	Long-Term (completed 6 years)	100

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	87	30	6	18	2	5	17		12	122
Dual Language										0
ESL	26	3	3	56	5	17	83		21	165
Total	113	33	9	74	7	22	100	0	33	287

Number of ELLs in a TBE program who are in alternate placement: 13

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							37	46	39					122
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

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
TOTAL	0	0	0	0	0	0	37	46	39	0	0	0	0	122

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							56	48	56					160
Chinese														0
Russian														0
Bengali														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
Urdu									1					1
Arabic							1	1	1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other														0
TOTAL	0	0	0	0	0	0	57	50	58	0	0	0	0	165

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.

Paste response to questions 1-4 here

1. At I.S. 143 the majority of our ELL classes are self-contained. We also have ESL teachers pushing in and co-teaching in the content area classes to meet out students' needs. Our classes travel together by grade. Students of similar proficiency levels are scheduled in the same class.
2. ESL and bilingual content area teachers teach all transitional bilingual (TBE) and Free-standing ESL classes. Currently there are three general education TBE classes and 2 bilingual special education class, one on the sixth grade level (622), one on the seventh grade level (722), one on the eighth grade level (822), and 2 Bilingual Special Education combining multiple grades (824 & 571). Class 571 is our Alternate Assessment cognitively impaired bilingual class (formerly know as MIS 5). Students are organized in these classes by proficiency level to ensure that the mandated numbers of instructional minutes are delivered in all content areas. Our Free-standing ESL classes are also homogenously grouped by proficiency by grade. For example class 706 has 32 ELLs; those ELLs are of an advanced proficiency level according to the 2010 NYSESLAT scores. These students are serviced through the Free-standing self-contained model.
 Students in TBE classes receive 5 periods of NLA per week or 225 minutes per week. Students at the beginner and intermediate levels in both the TBE and Free-standing ESL classes receive 450 minutes of ESL; the students who scored an advanced on the NYSESLAT receive 5 periods of ESL per week or 225 minutes per week. They also receive 5 periods of ELA per week.

3. Instruction in the content area TBE classes is provided in the student's native language (Spanish) with intensive support in English. The TBE classes started the school year on a 60/40 model and are currently moving toward a 50/50 model. Students at the beginner and intermediate levels that are in our TBE classes receive 450 minutes of ESL, 225 minutes of NLA, 450 minutes of Math in Spanish, 90 minutes of gym in English, 225 minutes of Social Studies, and 180 minutes of Science instruction in both Spanish and English per week. The content areas (science, math, and social studies) that are taught in Spanish are done so to help students transfer their native language skills to English. Students learning the content areas in their native language are also tested in their native language.

In our Free-standing ESL classes the content areas are taught in English. Teachers use ESL strategies so that students learn the content while developing their English skills. Native language support such as using bilingual dictionaries, technology support and the buddy system, when available, are also used.

4. We currently have a comprehensive plan to ensure academic success for all of our ELL students. Students are provided with Differentiated Instruction, in the computer lab through the use of the differentiated literacy program Achieve 3000, as well as Listening Centers and the readers/writers workshop model, Yeshiva University tutors (who sit in their ELA or Math class to provide individualized support as deemed necessary), reduced class sizes for all ELLs in ELA and ESL in the seventh grade where student/teacher ratio does not exceed 16/1, and after school tutoring through Title III are also used to meet our students' needs.

We have a vast number of intervention services being provided to our ELLs, such as Academic Intervention Services through the use of the push-in model throughout the day. ELLs are also invited to participate in the after school SES programs such as Liberty, extended day tutoring and the assistance of tutors from Yeshiva University during their class instruction. For students demonstrating some form of interrupted schooling or those that will be taking the ELA for the first time this school year have been assigned academic intervention services providing them with help as well as, enrichment opportunities. They will also participate in after school tutoring through the use of Title III funding. Students who display being SIFE are monitored closely for progress and participate in the extended day tutoring session with specific instruction geared toward developing their skills.

Long term ELLs are closely being monitored and assessed intermittently to determine what areas they are progressing in, as well as, which ones they are not. Achieve 3000 and listening centers are also components being implemented as additional support. Long Term ELLs will also be participating in after school tutoring services, AIS, and counseling services which may aid in their development.

We are working closely with the Special Education department and chair to ensure that all the materials used in general education classes are accessible to all ELLs with special needs. We look closely at their IEPs to determine what they are most in need of to provide them with an adequate form of instruction. ELLs with special needs are also participants of the project based model and have access to the listening centers, as well as, Achieve 3000 for additional support.

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

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

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support

TBE



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?

Paste response to questions 5-14 here

5. We are currently using the following intervention programs during AIS and extended day; Bridges to Literature to address vocabulary and comprehension and Rewards to address phonics. We are also using Achieve 3000/Teen Biz for both reading and writing during the school day.

ELL students also participate in receiving one on one tutoring from tutors from Yeshiva University. All of our ELLs participate in afterschool tutoring opportunities and small classroom instruction where the teacher/student ratio is 1/15. We also focus on improving reading proficiency with explicit, direct instruction in fluency, vocabulary, and comprehension. Strategies for phonemic awareness and phonics will be

available as needed based on individualized student assessments. Students will read leveled, high interest literature for both academic and recreational purposes with scaffolds to afford an opportunity for ongoing development and progress. Bridges to Literature Rewards and Achieve 3000 are provided to the students in English while specific content area reading is provided in Spanish to those students participating in our bilingual program.

6. Students who have reached proficiency level on their NYSESLAT will continue to receive support within the school day during AIS, through tutoring with Yeshiva University tutors, and extended day.
7. During the upcoming year we will be focusing on developing units of study that incorporate various genres and types of writing.
8. We have discontinued the use of the literacy program Read 180 because the results that were anticipated were never materialized. We realized that the program was not meeting the needs of our ELLs.
9. All of our ELLs are afforded with the opportunity to participate in afterschool programs and supplemental services. They are provided with the information for all programs in a timely fashion.
10. We provide all of our ELLs with supports through the use of Smart Board technology, Achieve 3000/Teen biz, computer labs in both Math and ESL , Rewards, Bridges to Literature, and guided instruction.
11. Native language arts is an integral part of each of our Bilingual program. Students receive Native Language arts weekly as part of their program.
12. Yes, the required services support and resources correspond to the ELLs of all age levels and grade levels.
13. Our new arrivals are usually enrolled in our school after the start of the school year; therefore we do not provide activities prior to the school year.
14. We currently only have one language elective, Spanish, offered to ELLs.

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
-N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Teachers participate in professional development twice a week per department. The focus of the professional development is determined by our student's needs. We also have professional development provided twice a year by Achieve 3000 and EdPerformance to further assist our analysis of data in order to drive instruction.
2. Our staff is provided with specific techniques and skills to help our students transition from elementary school to middle school. Our 8th grade students participate in a Summer English intensive course through City College to better prepare their transition to High School.
3. Our teachers participate in professional development workshops surrounding best practices. They also participate in workshops offered through our network and OELL.

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?

Paste response to questions 1-4 here

1. I.S.143 provides numerous opportunities for parents to become involved in the school. In addition to the scheduled Parent/Teacher night twice a year, we have also implemented an online program called Snap Grades to provide the families with an opportunity to continuously have access to their child's academic progress, and where they can freely communicate with any of their child's teachers at any time. The program provides the parents with a translation option to facilitate their understanding. Parents are encouraged to come into the school building throughout the year to discuss their child's academic performance. We also have a Parents Association which provides the parents with information sessions regarding the schools culture, progress, and continuity of services. At the start of the school year I.S.143 holds parent orientations to both introduce the faculty to the parents and welcome the parents. Our Parent Coordinator, Cecelia Anglero, holds parent workshops at least once a month to get parents involved as well as teach the parents skills. Many of our workshops and orientations are also held in the evening to allow for the parents to attend that would be unable to attend during the school hours.
2. I.S.143 for several years has been a host to Alianza Dominicana which provides students and the community with a support structure that promotes achievement and success. Alianza Dominicana also provides ESL instruction to both ELL parents and non-ELL parents.
3. The needs of the parents are evaluated through individual and group meetings/conferences with parents, surveys and the recommendations of parents throughout the school year.
4. The parental involvement activities such as computer classes, English Language classes, academic and parenting wellness/ home economics workshops have been created to address the needs of the parents.

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)							30	33	35					98
Intermediate(I)							16	25	33					74
Advanced (A)							48	38	29					115
Total	0	0	0	0	0	0	94	96	97	0	0	0	0	287

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							13	9	1				
	I							6	15	9				
	A							27	41	19				
	P							35	22	51				
READING/ WRITING	B							21	25	21				
	I							12	24	30				
	A							46	33	29				
	P							2	5	0				

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

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6		42		28		5		0	75
7		58		12		0		0	70
8		48		23		1		0	72
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	11	14	34	15	7	2	1	0	84
7	25	17	15	14	2	4	0	0	77
8	22	9	23	15	4	0	0	0	73
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	14	10	10	13	0	5			52
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	6	8	17	20	1				52
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	33	36	25	32				
Chinese Reading Test								

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

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

best used for students with literacy levels of second to eighth grade, if a student is above or below the second to eighth grade range than this program would not be appropriate for that student.

2. According to the data from the NYSESLAT many of our students (40%) are at the advanced level of proficiency. 35% of our ELLs are beginner and 25% are intermediate. When looking at the data for specific grade levels our current seventh and eighth grade students are evenly distributed across the three proficiency levels, beginner, intermediate and advanced. Our current sixth grade students have a larger population of ELLs scoring at the advanced level (51%) as compared to those scoring at the beginner (31%) and intermediate level (17%).

According to the data from the LAB-R may of our newly arrived ELLs are either unable to complete the exam and score at the beginner level. 1% of our students that is newly arrived to our country/school and that is given the LAB-R based on an interview and the HLIS is able to test out of the ESL. The students that fall in this category have had English instruction in their previous country/ school.

3. Across the grade levels the majority of our students are scoring at the advanced (35%) and proficient (43%) levels on the listening and speaking section of the NYSESLAT. In regards to the reading and writing modalities, 27% of our current ELLs are beginner, 26% are intermediate, 43% are advanced and 2% are proficient. Based on the data patterns across the NYSESLAT modalities many of our ELLs require additional support in the areas of reading and writing.

4. When comparing data for the content area state exams such as the math, science and social studies exam the ELLs that were administered the exam in the native language are scoring slightly better than the ELLs that were administered the exam in English in the areas of science and social studies. In the area of math the students that were administered the exam in the native language are scoring about the same as those that were administered that exam in English.

The periodic assessments are used to determine the areas of strength and weaknesses for our students. It drives our Professional Development sessions which ultimately produce evidence of best practices within our classrooms.

Our ELL's who participate in the Transitional Bilingual program are demonstrating growth at a greater rate than those ELL's in other classes and monolingual students. Native language arts is used to foster the ELL's native language skills and further develop skills they are able to adapt to other content areas.

5. For Dual Language – N/A

6. The success for our programs is determined by the growth our ELL's demonstrate on their NYSESLAT exam in all four 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

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

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