



I.S. 195 ROBERTO CLEMENTE

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: I.S. 195 ROBERTO CLEMENTE
ADDRESS: 625 WEST 133 STREET
TELEPHONE: 212-690-5848
FAX: 212-690-5999

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310500010195 **SCHOOL NAME:** I.S. 195 Roberto Clemente

SCHOOL ADDRESS: 625 WEST 133 STREET, MANHATTAN, NY, 10027

SCHOOL TELEPHONE: 212-690-5848 **FAX:** 212-690-5999

SCHOOL CONTACT PERSON: ROSARIE JEAN **EMAIL ADDRESS** RJean2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sean Licata

PRINCIPAL: ROSARIE JEAN

UFT CHAPTER LEADER: Sean Licata

PARENTS' ASSOCIATION PRESIDENT: Cherise Kee

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 5 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support Organization

NETWORK LEADER: YVONNE YOUNG/Tatyana Ulubabova

SUPERINTENDENT: GALE REEVES

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/ronlyres/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
Rosarie Jean	Principal	
Robert McDougall	UFT Member	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

The mission of The Roberto Clemente School is to unify school, family and community to educate and support the child who has a culturally diverse background.

Through a safe learning environment and rigorous, content-rich educational programs, we encourage students to develop self-awareness, self-esteem and self-perception which will help guide them in the development of their character and academic potential. We will support our children by offering opportunities both within and beyond their community, encouraging parental involvement and effectively utilizing the resources provided by our community partners. This will help our children to be successful citizens of the world.

School Theme: STEM (Science, Technology, Engineering and Math)

What students like best about our school:

Our students enjoy the use of technology in classroom instruction because it gives them an opportunity to participate in interdisciplinary projects that allow them to be problem-solvers, decision-makers and communicators. Students complete quarterly goals sheets in ELA, Mathematics, Science and Social Studies in order to meet individual learning objectives.

School Year 2010-2011

By the end of their middle school experience, our students will have discovered ***their identity and heritage, purpose and potential, to shape their destiny.*** To that end, for the school year 2009-2010, we will reorganize into a grade configuration.

Grade 6 Team *Discovery of Self (Who Am I Becoming?)*

Grade 6 is a transitional grade and as such the psycho-social and emotional issues are ever present. So the grade 6 Team will provide opportunities for these students to develop into thoughtful learners and citizens. In keeping with the new citywide initiative focusing on service, we will design and implement a service plan for grades K-12. The focus for grade 6 will be to foster civic responsibility and leadership. Students will explore their neighborhood community and the community at large to access community needs. Students will plan and design one service learning project around civic leadership and responsibility.

Grade 7 Team *Narrow the Scope (What will make my life more meaningful?)*

Grade 7 students for school year 2009-2010 will be identified for pre-regents instruction in science and math, Global Studies and ELA. Additionally, grade 7 students will use the STEM model –Science, Technology, ELA and Math from Columbia University for instruction. Because of the depth of the technology resources at IS 195, students will be able to use various programs for instructions and projects. Students will also begin high school selection process. Students will have an opportunity to visit high schools throughout the city. All classes will also participate in Junior Achievement and Banking for the Future. This will include working with consultants and shadowing business and bank executives.

Grade 8 Team *Concentrate on Energies and Resources (Where Am I going?)*

Grade 8 will feature regents' classes in math, and science, in addition to AgileMind, an online algebra curriculum. The students will receive advance credits for high school in math, science by passing New York State Regents Assessment. Additionally, our **PENCIL** partner Latham and Watkins will continue to provide opportunities for students to participate in business and law related careers. The students will shadow attorneys and incorporate case studies in the classroom. As a culminating event, from the study of foreign language and global history, students will have an opportunity to visit a foreign country. Students will also have the opportunity to participate in the college visits/tours

Technology School:

- Part of the City's iTeach/iLearn program
- Only middle school in District 5 in the program
- One to One environment – each teacher and student has a laptop
- Every room has a SmartBoard and LCD Projector for instruction
- All rooms have wireless internet connections
- Community outreach through Comp-2-Kids program
- Staff members have had more than 30 hours of Professional Development in using technology for instruction

Special Programs and Initiatives:

Mentorship Program, Student Government, Junior

- Achievement (JA), One-to-One Laptop School, iTeach/iLearn School, Comp2Kids, National
- Junior Honor Society (NJHS), Striving Readers, Accelerated Reader, Achieve Now High
- School Prep Academy, Content Clinics, Earobics
- **Enrichment Classes:** Agile Minds - Academic Youth Development Initiative (Pre-algebra, Problem Solving and Communication), SpringBoard English Language Arts (ELA),

Technology,

- eChalk, Music, Chess
- **Regents Classes:** Integrated Algebra, Living Environment
- **Language Classes:** Spanish **SPECIAL PROGRAMS and COURSES**

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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:		I.S. 195 Roberto Clemente								
District:		5	DBN #:		05M195	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			89.1	90.3	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0						
Grade 2		0	0	0	Student Stability - % of Enrollment:					
Grade 3		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 4		0	0	0			88.4	90.51	TBD	
Grade 5		0	0	0						
Grade 6		115	104	95	Poverty Rate - % of Enrollment:					
Grade 7		275	251	179	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 8		332	266	253			79.1	82.9	88.8	
Grade 9		0	0	0						
Grade 10		0	0	0	Students in Temporary Housing - Total Number:					
Grade 11		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			21	45	TBD	
Ungraded		11	13	25						
Total		733	634	552	Recent Immigrants - Total Number:					
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							20	33	32	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		76	78	71	Principal Suspensions		28	22	TBD	
# in Collaborative Team Teaching (CTT) Classes		24	27	17	Superintendent Suspensions		30	44	TBD	
Number all others		36	34	25						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment:					CTE Program Participants		0	0	0	
<i>(BESIS Survey)</i>					Early College HS Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						

# in Transitional Bilingual Classes	65	49	45				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	63	75	65	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	16	11	27	Number of Teachers	76	62	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	24	21	TBD
				Number of Educational Paraprofessionals	4	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	23	15	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	53.9	67.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	38.2	54.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	63	71	TBD
American Indian or Alaska Native	0.1	0.2	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.8	98.2	TBD
Black or African American	43	43.2	47.5				
Hispanic or Latino	54.6	55	48.6				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	0.3	1.4				
White	1	1.1	2.4				
Multi-racial							
Male	51.6	53	54				
Female	48.4	47	46				
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:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced Basic Comprehensive <input type="checkbox"/>		<input checked="" type="checkbox"/>					
Focused <input checked="" type="checkbox"/>							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		X		ELA:			

Math:	Y	Math:	
Science:	Y	Graduation Rate:	-

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√			-	
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√				-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	X	√				-	
Limited English Proficient	X	√					
Economically Disadvantaged	√	√				-	
Student groups making AYP in each subject	4	6	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	√
Overall Score	66.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	19.5	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	38	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools 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?

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Needs Assessment Chart Based on 2009-10 Quality Review		
QR Recommendations	Our Process	Our Projected Results
<p>Teachers</p> <p>Implement student centered and differentiated teaching so that each student's needs are met, with a special focus on English language learners.</p> <p>Teaching practice is inconsistent, with many classrooms exhibiting minimal support for English language learners, a major subgroup of need within the school.</p> <p>Some teachers lack comfort with the extensive technology in the school, which means that some students do not reap the full benefits of this asset and in some cases the technology is not used to full effect.</p> <p>Administrators</p> <p>Monitor student progress closely by developing feedback practices so that students can continually elevate</p>	<p>we are currently implementing the following strategies to remedy the QR needs with regards to teachers:</p> <p>Students create their academic plans on a monthly basis in all content areas.</p> <p>Teachers use one class period a week for students to work on their study skills.</p> <p>Students participate in Project Based Learning (PBL) on a weekly basis.</p> <p>ELLs and Special Education students participate in the Real Students of New York Literacy Program which is part of the DINI grant initiative. Students have the opportunity to learn by using the city as their classroom.</p> <p>SIFE program incorporates technology and literacy allowing ELLs to expand and be immersed in the language.</p> <p>To meet these needs, we plan to implement the following strategies:</p>	<p>We project that based upon the initiatives that were instituted for the 2010-11 School year, we anticipate the following:</p> <p>A minimum of 10% increase in student proficiency rating in literacy and mathematics</p> <p>To create more student centered classrooms that fosters individual student learning.</p> <p>To implement classroom instruction that is differentiated based on student needs</p> <p>To conduct weekly informal walkthroughs, and provide teachers with feedback regarding student learning</p> <p>Coaches and Team</p>

<p>their achievement.</p> <p>While teams are teacher-led, those leaders are not yet receiving sufficient support to develop their own skills as facilitators of adult learning. As a result, some team meetings are lacking in focus, effective use of time, and an equitably collaborative structure.</p> <p>Parent Coordinator Strengthen the cohesiveness of the community by seeking innovative ideas for involving parents in their children's education and improving discipline.</p> <p>Parents are not yet involved to a great enough degree in setting the school's vision, supporting the school, or in engagement around school goal setting. are not arranged to maximize parental participation.</p> <p>Some parents feel unwelcome in the school and disenfranchised from these processes, while others say the opportunities</p>	<p>Students are given the opportunity to work on academic goals.</p> <p>Students are aware of the flow of the lessons and the objective of what is being taught. When asked, students can describe the previous content on which the new lesson is based.</p> <p>Students are given one class period a week to work on improving their skills.</p> <p>Students are assessed online through Acuity. This ensures that students have access to their data immediately and that the assessment addresses knowledge gaps of the students on an individual basis. Parents have access to students' performance via Acuity and ARIS.</p> <p>To meet these needs, we are putting into place the following strategies:</p> <p>The Parent Coordinator and teachers collaborate to schedule various parent-directed events such as: Celebrating Students' accomplishment Invite parents to participate in field trips Provide workshops for parents – CPR training, ESL Donating free desktop computers to families through the Comp2Kids program with a free one year Internet service. Computers for Youth will provide computers for all sixth</p>	<p>Leaders meet with administrators to develop and plan content and grade meetings.</p> <p>Content meetings focus on student progress and grade meetings focus on student performance (academic, socio-emotional)</p> <p>Hire a new parent coordinator that would solicit and engage parents in the community.</p> <p>Install new phone and e-mail system to communicate with parents</p> <p>Parents have an opportunity to participate in classroom celebration and field trips.</p>
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	grade students, with one year free high speed internet access.	
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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.

Annual Goal	Short Description
<input type="checkbox"/> To increase the percentage Seventh Grade students who score above level 2 on the New York State English Language Arts Assessment.	<input type="checkbox"/> Twenty-five percent (25%) of the students in grade seven, who scored at Level 2 on the 2011 New York State ELA Assessment, will increase their score to Level 3 on the 2011 assessment.
<input type="checkbox"/> Eighth grade students who are enrolled in the science regents class will score a 65 or more on the New York State Regents Examination.	<input type="checkbox"/> Fifty percent (50%) of the 30 students in grade eight will score a 65 or more the June 2011 New York State Science Regents Assessment.
<input type="checkbox"/> Create a standards-based curriculum in ELA across the school	<input type="checkbox"/> During the 2010-2011 school year, all teachers will receive online support for continued implementation of Spring Board
<input type="checkbox"/> <p style="text-align: center;">All students will increase their academic proficiency in Social Studies by 10% (6th and 7th grade) By Spring 2011, students will demonstrate a 5% decrease in Level 1 and an increase of 5% at or above Level 3 in Social Studies Performance (8th grade population)</p> <p>95% of all 8th grade students will complete and present a successful exit project.</p>	<input type="checkbox"/> All students will increase their academic proficiency in Social Studies
<input type="checkbox"/> Our mission for technology is to promote the systematic improvement of student outcomes by providing an academically and technologically rich environment that sets high standards and expectations. Technology will not be a topic of instruction, but rather, it will be a set of resources that will be utilized to enhance literacy and support critical thinking skills as an integral part of all the curriculum areas.	<input type="checkbox"/> The implementation of applied learning strategies, infused with technological resources, will enable students to develop and enhance higher order thinking skills, as they solve problems and create their own knowledge base.

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

English/Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To increase the percentage Seventh Grade students who score above level 2 on the New York State English Language Arts Assessment.</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><input type="checkbox"/></p> <p style="padding-left: 40px;">Identify needs and strengths of all incoming students by administering a pre-test in September (both ELA and Math)</p> <p style="padding-left: 40px;">Plan and hold clinics for skill-based instruction (throughout the year)</p> <p style="padding-left: 40px;">Use of additional 37.5 minutes to reinforce skills in the areas of greatest student academic need</p> <p style="padding-left: 40px;">Create after school programs for students in literacy to focus on vocabulary and writing</p> <p style="padding-left: 40px;">Continue to assess students learning and progress</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>This is funding 3 ELA teachers; 2 in grade 7 and 1 grade 8. In grade 7, teachers are used to split the roster up between the classes, with 1 class being taught by 2 teachers.</p> <p>In addition, we have hired a .5 AIS teacher to provide further intervention for these students, with a 1-5 teacher-student ratio. In an effort to service all students by closing the achievement gap, we have hired a .5 ELA and ELL data specialist to disaggregate and analyze students' assessment data that is presented in a manner that will assist with the plan of teacher instruction.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Students would make incremental gains of at least 10% on each assessment, on the following Acuity Periodic Assessments:</p> <ul style="list-style-type: none"> ELA Predictive (October 2010) ELA Instructional Targeted Assessment (November 2010) ELA Instructional Targeted Assessment (March-April 2011) ELA Instructional Targeted Assessment (May 2011) ELA Predictive- Spring Administration (June 2011) <p>Currently, we are designing, administering, and item-analyzing school wide, uniform, and cumulative grade 6-8 unit assessments to monitor student learning and progress. Teachers and students will receive detailed data analysis of each unit assessment which would be used to create and revise students' learning goals. These assessments will be administered approximately every month (or at the end of each unit).</p>
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Subject Area
 (where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Eighth grade students who are enrolled in the science regents class will score a 65 or more on the New York State Regents Examination.</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><input type="checkbox"/></p> <ul style="list-style-type: none"> Use of additional 37.5 minutes for reinforce skills in the areas of greatest student academic need Create an after school program for students in Science to focus on skill building and test-taking strategies Continue to assess students learning and progress Set clear expectations in which students, teachers, administrators, and parents know and understand benchmarks that target each strand within the content areas; in which students and teacher set goals and evaluate the process. Use fair, credible, and State-like assessments that evaluate student progress towards absolute New York State Core Curriculum standards.

	Teachers will participate in professional development that will enable them to provide students with opportunities for continued academic growth
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	<input type="checkbox"/> Columbia Teacher's College in collaboration with GE Foundation
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • Grade Unit Assessments will be administered to all students. Assessment results will be scanned to give teachers immediate feedback. There will be at least three assessments for the academic year. • School-wide midterm will be given in January. Midterm will be grade specific and will account for 20% of the students test grade for that marking period. <p>Teachers will coordinate and design specific labs that will account for 20 % of students grade for the marking period.</p>

Subject Area
(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Create a standards-based curriculum in ELA across the school
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<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>□ Teachers will meet once a week to plan and develop lesson plans that are aligned to needs of our students Teachers will participate in curriculum mapping and differentiated instruction, in addition to online collaboration and communication with others in a professional learning community</p> <p>Teachers will merge Balanced Literacy and Spring Board curriculums</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ Teachers will meet once a week to plan and develop lesson plans that are aligned to needs of our students Teachers will participate in curriculum mapping and differentiated instruction, in addition to online collaboration and communication with others in a professional learning community</p> <p>Continuity of instruction within the grade and across the school community as evidence by curriculum maps and pacing calendar Create a student-centered classroom that will ‘make rigor a reality for all students.’ As evidence by on-line assessments</p> <p>Built-in assessment that allows students to demonstrate their ability to use appropriate learning strategies and apply their skills</p>

Subject Area
(where relevant) :

Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> All students will increase their academic proficiency in Social Studies by 10% (6th and 7th grade) By Spring 2011, students will demonstrate a 5% decrease in Level 1 and an increase of 5% at or above Level 3 in Social Studies Performance (8th grade population)</p> <p>95% of all 8th grade students will complete and present a successful exit project.</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><input type="checkbox"/></p> <ul style="list-style-type: none"> - tudents will be programmed for five periods of Social Studies each week. - Social Studies teachers will be expected to utilize effective interactive learning strategies with students. Social Studies teachers will be supported with resources and professional development to ensure continuity of instruction. - Professional development on the use and integration of technology will be provided. Instruction on the most effective integration of maps, globes, DBQ’s, overheads, and 3-dimensional models will also be made readily available. - Social Studies teachers will meet once a week to discuss, plan and employ learning strategies. Project-based learning will be implemented with the use of teacher created model projects that meet State and City standards as well as curriculum map guidelines. - Supplemental materials such as maps, globes, historical documents, political cartoons, and historical fiction will be purchased in order to ensure the effective actualization of the Social Studies program and provide experiences with the use and analysis of Document Based Questions (DBQ’s), a key component of the State test. <p>The Social Studies program will begin to prepare the 6th grade students for their grade 8 exit projects.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Not Applicable</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> - Quarterly report cards indicating grades of 75 or above. - Midterm uniform exams (scantron). - Final uniform exams (scantron). - Results of exit projects.
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Subject Area
(where relevant) :

Technology

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <p>Our mission for technology is to promote the systematic improvement of student outcomes by providing an academically and technologically rich environment that sets high standards and expectations. Technology will not be a topic of instruction, but rather, it will be a set of resources that will be utilized to enhance literacy and support critical thinking skills as an integral part of all the curriculum areas.</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>	<input type="checkbox"/> <p>I.S. 195's technology infrastructure has permitted teachers and students to utilize technology to unprecedented levels. Each classroom is equipped with wireless and Ethernet connections to the Internet and Intranet. Five rooms (Auditorium, Library, Principal's Office, Rooms 125, and 261) are cable-ready. These rooms are setup for distance learning. Each teacher has been assigned a wireless laptop computer, smartboard, printer and an LCD projector. Like teachers, students also have a laptop computer with Internet access, network printer capability.</p> <p>I.S. 195 has a true 1:1 (teacher/student:laptop) classroom environment. I.S. 195 would like to move from the traditional classroom settings to a true chalkless/paperless environment. This goal will be accomplished by continuing to provide and referring teachers to professional development trainings in their content areas. Teachers will continue to receive training on how to use the internet for mini-research projects, iMovies, blogs, wikis, podcasts, and how to access mini-lessons through networks and available internet resources. Teachers will be trained on how to create electronic folders for each student in their classes. Technology will be used to support the instructional program of all content areas. Working in collaboration with</p>

	<p>the library media specialist. Teachers will infuse technology into the lessons through mini-research projects and cooperative learning activities. On-going articulation between the librarian and the teachers to plan and ensure continuity of instruction, projects and support for students. This collaboration will increase the depth of content being acquired by students. The technology component is a key initiative to support the development of exit projects, as well as demonstrate the interconnectedness between technology and content learning. All content areas will have their resource books installed on their respective teachers and students' laptops.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ Through programs like Comp2kids, Dell TechKnow, families will receive training on computer maintenance/repairs and the basic use of the internet, word processing cybersafety and spreadsheet fuctions. Support from the Office of Instructional Technology/iTeach/iLearn, Per Scholas, Inc./Comp2kids, Dell, Inc., and school-based training will increase teacher and parent knowledge on the use of 21st century technology across content areas.We will continue to seek alternative funding sources to help update, replace, and acquire technologies for the school.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	80	50			60		3	
7	129	93			130	4	8	
8	158	28			200	4	10	
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Tier 1 academic intervention strategies are data driven and implemented utilizing a number of different configurations. Specifically, the Reduced Class Size Model (teacher student ratio reduced to ½ regular class size) is used during the school day to facilitate targeted instructional practices. Another core component of our Tier 1 ELA AIS efforts is the implementation of principles and practices enumerated in the Pre-Referral Intervention Manual. Other facets of our ELA interventions are evident in the use of Earobics, online research-based intervention program. Students are given the opportunity to use the program during the ELA periods during the day. In addition, students are given one period a week to work on individual skills that were determined by the assessment. Teacher generated assessments are made possible by the availability of assessment data technology.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Tier 1 Interventions Strategies are provided by Mathematics Teachers in the regular classroom setting, 1 to 2 periods per week. Classroom teachers will use information from data binders to differentiate instruction and employ flexible grouping while utilizing the regions' recommended mathematical intervention resources such as: Math Skills Maintenance, Kaplan Mathematics Review, GEOMETERS SKETCH PAD (TECHNOLOGY BASED), Hot Words/Hot Topics and The Prentice Hall Interventions Kit. Additional resources such as Impact Student Works CD-ROM, Virtual Activities, RIVER DEEP MATHEMATICS (TECHNOLOGY BASED) and hands-on Problem Solving activities from Marilyn Burns and Mathematics In Context are utilized. Additional AIS instruction will occur during after-school AIS programs, the extended day program (37.5 min), and Saturday Programs. Student progress will be monitored by utilizing a number of assessment formats. Specifically, Predictive Assessments provides measurement of student growth within an academic year and serves as an indication of student performance on the NYSTP. Instructionally-Targeted Assessments (ITA) – provides more instantaneous feedback on students' ownership of skills and concepts taught and drives next step instruction. Computer Adaptive Assessments – online assessments (Acuity) that adapts to each student's individual responses and are ideal for addressing the individual needs of students, especially Special Education students, who are two or more years below grade level. In house answer document scanners facilitate and expedite departmental targeted assessments.</p>

Science:	<input type="checkbox"/> Academic Interventions in the science classroom primarily are dictated by assessment data from Mathematics and English Language Arts. Tier 1 interventions focus on basic concepts and skills. For example, mathematical, reading and writing skills and concepts (weights and measurements, writing laboratory reports) are reinforced and practice when students/teachers conduct hands-on laboratory inquiry . In addition to hands-on laboratory inquiry, student learning experiences are embellished by using state of the art technological resource made possible with iTeach/iLearn laptop computers. Students work in small groups to study ecosystems, environmental trends , and other NYS Science Standards at the Highschool level.
Social Studies:	<input type="checkbox"/> The Social Studies component of this program is document-based instruction/assessments (e.g. maps, graphs, and photographs) that provide practice for non-fiction reading and writing skills. The instructional format is mostly whole class groups with instances of small group project based activities.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> At-risk Services Provided by the Guidance Counselors include but are not limited to the following: Parent-Teacher –Student Conferencing and counseling are core components of the AIS student support services for at risk students. Collaboration with TurnAround has provides additional resources for student intervention in the form of student interns who work with students on a one-to-one basis. Referral from TurnAround results in referral to agency that assist both students and parents with assistance. Outside agency referrals (e.g. Mount Sinai, Alianza Dominican, NorthSide Child Development, Saint Luke Hospital, Foundling and City College Psychological Center) are instrumental in providing service to our at-risk population.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> At-risk Services Provided by the School Psychologist center on evaluations, counseling, teacher consultations, and parental/student/teacher conferences. Practices are more completely delineated in the Standard Operating Procedures Manual (SOPM) for School Psychologist.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> At-risk Services Provided by the Social Workers are rendered via mandated/IEP services to students in Special Education and Supportive Services to students in General Education who are experiencing emotional and academic problems. Including referrals to outside agencies for family issues and additional support.
At-risk Health-related Services:	<input type="checkbox"/> At-risk Health-related Services are manifest in Life Skills Training . Topics such as Drug Prevention, Sex Education, Social Skills, Coping with Anger, and Resisting Peer Pressure are some of the skills taught to help adolescence prepare for the challenges of

life.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6,7,8

Number of Students to be Served:

LEP 98

Non-LEP 221

Number of Teachers 4

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

□□

Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

At I.S. 195 we offer three program models to serve the needs of our ELL population.

Our first program model is a Transitional Bilingual Program. This will consist of 2 Transitional Bilingual classes: one 6th and 7th grade bridge class, one 8th grade class. The bridge class will receive their instruction 60% Spanish and 40% English. The 8th grade class will receive their instruction 60% English and 40% Spanish. The teachers serving these students are all certified in not only their content area but also have a Bilingual extension. The ESL teachers already have their certification. Our second program model will be ESL Self-Contained. This class will consist of students whose native language is other than Spanish (French, Arabic, Haitian Creole, and other African languages). Their language of instruction in all their content area classes will be English using ESL methodologies. The teachers that work with this population, as stated above, are certified. Our third program model will be the ESL Push-In / Pull-Out model. This program will consist of the ESL teachers working with the ELL population in Special Education classes. The teachers will either pull-out or push-in with these students during certain classes to provide them with the mandated CR-Part 154 ESL requirements. They will be serviced at least 4 times a week for 45 minutes each scheduled time. These ESL teachers are the same as stated above.

The Roberto Clemente School has approximately 100 ELL students. The ELL students will be participating in the Title III after school enrichment program which we have named Literacy through the Arts and Sciences. The purpose of this program is to provide ELL's with additional assistance in ELA, Social Studies, NLA and Science and with a focus on vocabulary, comprehension, grammar and writing across the content areas. The program will run for approximately 20 weeks starting on December 14th. Students will be grouped in ability level groups. Groups will meet on Tuesdays and Wednesdays from 3:00 – 4:30. We will be using Learning through the Expanded Arts program, known as LeAp. LeAp is a hands-on arts based active learning program. The goal is to improve vocabulary, comprehension, and grammar skills while encouraging students to enjoy language. We will also be using the online program called "Earobics". Students will be using science as a foundation for working on inquiry based projects. To that end, projects will be completed on a monthly basis. We will also be using the Learning village program. We would also like to use the Title III funds to help develop language skills and multicultural understanding among the students.

The program will consist of three groups. Three content subject teachers work with three groups while two certified ESL teachers will team teach and rotate among the three groups. The three different groups will be led by teachers coming from the following departments: Math, Science, and ELA. The program will consist of an online computer based ELA program "Earobics Reach", The LeAp program and science based inquiry learning projects. The ESL teacher will team-teach with the content area teachers for the inquiry based units. During the school day the NLA and FL teachers will be working with these students using classical literature in Spanish. Using these texts, the students will develop their reading strategies, vocabulary, reading comprehension, and listening skills. They will do character analysis, compare and contrast the texts, and the structure of plays. Title III funds would then be used to take the students to a play based on the literature and to take the students to the Liberty Science Center. The program will run from December 14, 2010 to May 2011 (approximately 20 weeks) for a total of 40 instructional sessions. The program will be supervised by the principal at no cost to the program.

The Roberto Clemente School did meet AYP for the 2009-2010 school year for Math and Science. The areas in which students in the LEP subgroup did not meet the needed level of mastery were in ELA. After seeing this trend in the data, we developed this program to address the needs of this subgroup. This program is set up to service 60 LEP students in grades 6-8, in the areas of ELA using Science and the Arts. The Earobics program is a level reading instruction program that offers the students guided instruction in reading on their level and gives immediate feedback and data for both the student and teacher. The inquiry based science instruction will be a collaboration with the ESL teacher and other teachers that will infuse the content of science, with the modifications and strategies that LEP students need to increase their proficiency in this area of need. The LeAp program uses multi-sensory, arts-based teaching strategies in music, theater, visual arts, dance and games to teach literacy to students. Through the Office of English Language Learners, the school is also part of a pilot program called The Learning Village. This program has a science component to help in the development of their English language skills.

The following materials will be purchased for the students participating in the title III program:

Supplies for the Inquiry Based Projects, including USB drives for student work.

Students will also go to **Liberty Science Center** - Jersey City NJ. For that trip, we will need two Charter Buses to Monsey with parking. And the students will also go to IMAX 3-D together with teachers and parents.

Students will also attend a presentation of "La Fiesta Del Chivo" and/or "Don Quixote" at the Repertorio Español Theater.

Staff Development (2010-2011 activities):

ESL teachers have common weekly planning meetings during which professional development takes place. This will continue in the 2010 - 2011 school year. All 5 teachers have received four days of training on SpringBoard in order to implement ELA rigor based on the language proficiency of the leveled classes. They also receive and will continue to receive professional development on the **Earobics Reach**, a comprehensive, revolutionary, research-proven approach to build reading skills in the critical upper elementary and middle school grades. It is designed to meet the needs of students reading below grade level. Earobics Reach provides a powerful, flexible and highly interactive student experience that motivates even reluctant learners while giving immediate feedback to both the student and teacher. The OELL will provide professional development in the use of their materials at no cost to the program. The Science teachers have also received the mandated ESL Professional Development and we will continue to ensure compliance. LeAp provides 10 one hour professional development training sessions for the pilot classroom teachers on site at school. Some of the Professional Development topics that will be provided are:

Identifying the Needs of Our English Language Learners: Review the NYS requirements, CR-Part 154 regulations, the importance of classroom environment (word wall, libraries in languages, tools and manipulative centers) and materials appropriate for ELLs.

Science teachers will be given professional development on the SpringBoard training for English Language Learners

Working with English Language Learners: The aim is to understand, to plan, and to apply Data Driven Instruction. Data analysis of the NYSESLAT/LAB-; reviewing differentiated instruction, the Workshop Model, Readers' Workshop and Writers' Workshop as they apply to ELLs.

Applying the Principles of Learning in developing and implementing instructional models for ELLs.

These ongoing workshops are conducted on a monthly basis and also take place during the common weekly ELA conference. These will be conducted during already scheduled professional development time at no cost to the program.

Parent/community involvement:

At I.S. 195 parent involvement is composed of surveys, orientations, and workshops geared at meeting the informational and academic needs of our parent community. Our parent community has the opportunity to consult and meet with administration, the parent coordinator, and ESL teachers. Parent surveys are reviewed and are utilized to assist in the scheduling of programs. Parents are encouraged to attend Parent Meetings on program orientations and information on parent choice. Parents of the 60 LEP students will be encouraged to attend two scheduled workshops in March and May as well as and culminating field trip in June to the Liberty Science Center. The workshops will take place in the evening for 90 minutes, so we will be providing refreshments to parents. Refreshments cost- 2 workshops x \$170= \$340. The LeAp program has a parental component which engages parents in literacy instruction

In addition our CBO (Community Impact at Columbia University) provides GED and ESL classes. All classes are given in the evening for the convenience of working parents. The Parent Coordinator provides workshops and meetings for all parents. She has translators (Spanish and French) for those parents who don't understand English. The school will continue to provide computer training (on Saturdays) for the parents in an effort to a) close the digital gap and b) engage parents in students' education.

Metro cards will be purchased for 50 parents to attend workshops and 3 fieldtrips. 50 parents X 3 trips x \$4.50= \$675

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□□

Section III. Title III Budget

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School: IS 195

BEDS Code: 310500010195

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must	\$15,737	□ 2 ESL Teacher, 3 Content Teachers Two days / week for 1.5 hour

account for fringe benefits) - Per session - Per diem		each day x \$49.89 for 20 weeks(3 groups of LEP students grouped by ability levels) 5TR's x 40 sessions x 1.5 hours x \$49.89 = \$14,967 5 Substitute Teachers, per diem for PD 5 Subs x \$154.00 = \$770
Purchased services - High quality staff and curriculum development contracts	\$1200	<input type="checkbox"/> Learning through an Expanded Arts program Includes 40 hrs. with a LeAp teaching artist 10 hour professional development training sessions
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	33.72	<input type="checkbox"/> USB Drives for student work 6 USB Drives (2GB) X \$5.62 = \$33.72
Educational Software (Object Code 199)	6093	<input type="checkbox"/> Metrocards for parents to attend workshops and field trips 50 parents X 3 trips x \$4.50 = \$675 Liberty Science Center - Jersey City NJ Charter Bus (Monsey) – 2 buses @ \$749/each; Parking \$10 / bus = \$1518 Admissions w/ IMAX 3-D \$15 X 75 attendees = \$1125 Lunch at LSC \$12 x 75 attendees = \$900 Admission to Repertorio Español Theater \$25 X 75 Attendees = 1,875
Travel	0	<input type="checkbox"/>
Other	\$ 336	<input type="checkbox"/> Refreshments during parent workshop in May and March (2 w/s x \$168 = \$336)
TOTAL	6126.72	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

□

We will use the data in ATS and the HLIS to assess the translation and oral interpretation needs of parents at IS 195. As well, parents may request services in writing at any time. We will inform all parents of their rights regarding translation and interpretation services per Chancellor's Regulation A-663.

A review of ATS, Parent Meetings and Information provided by the Parent Coordinator indicates that the overwhelming majority of our parents needing translation/interpretation services are in Spanish. Thus far these are the languages of the parents of the students in our school: Spanish, Arabic, French, Haitian-Creole, Bengali. We have a teacher who speaks multiple languages.

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

□

We have been able to meet the written and oral language needs of our parent population with onsite personnel. If there is a need during the SY 2010-2011 for additional languages for which we do not have onsite services, we will contact

the Translation and Interpretation Unit to provide these services. Identified needs will be communicated to the Parent Coordinator.

Presently we have the following personnel that are available to provide the necessary translation/interpretation services:

2 Assistant Principals, 2 Office Staff, 1 Coach, 1 Coordinator and 4 teachers. However, the Coordinator and 1 teacher will be the lead personnel for this service. Parents will be informed that they may rely on an adult or relative for language /interpretation services if they so choose. The school will provide specified times wherein parent may schedule to address particular issues .

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.

We have been able to meet the written and oral language needs of our parent population with onsite personnel. If there is a need during the SY 2010-2011 for additional languages for which we do not have onsite services, we will contact the Translation and Interpretation Unit to provide these services. Identified needs will be communicated to the Parent Coordinator.

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.

Presently we have the following personnel that are available to provide the necessary translation/interpretation services:

2 Assistant Principals, 2 Office Staff, 1 Coach, 1 Coordinator and 4 teachers. However, the Coordinator and 1 teacher will be the lead personnel for this service. Parents will be informed that they may rely on an adult or relative for language /interpretation services if they so choose. The school will provide specified times wherein parent may schedule to address particular issues .

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>.

□

- **All notifications are sent home in English and Spanish.**
- **Notification of the parents' right to these services will be distributed at the beginning of the year to all parents. This notification will contain the phone number of the Parent Coordinator for information clarification. Parents will know that they have a right to be provided with a translation of any document that contains individual, student specific information.**
- **Our School Policy has been and will continue to be to provide translators at all times. In the event that we do not have an onsite translator in a specific language, we will contact the Translation and Interpretation Unit.**

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	681,039	681,039	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,432		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	32,160	*	
4. Enter the anticipated 10% set-aside for Professional Development:	68,000	*	

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.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

The Roberto Clemente School, IS 195 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (included)
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school.

□

1. Roberto Clemente, IS 195 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

Invite parents to sessions in written form in a language they understand, or via a phone system and describe the session's purpose.

Inform parents of outcomes via written communication.

Assess parent needs by surveying their feelings about what has been conducted and further information or workshops needed.

2. Roberto Clemente, IS 195 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

Parents are invited to weekly academy grade and content meetings where student achievement, progress, or programs for improvement are discussed.

Parents are apprised in writing of the school's progress via distributed copies of the Annual School Report Card, individual discussion on the Acuity Report, benchmark assessments from Accelerated Reader and Student's Progress Report.

3. Roberto Clemente, IS 195 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities)

The Parent Coordinator will be a key factor in effectuating our program in developing parents as informed, participants and learners in their children's academic progress.

Coordinating the computer education program we provide for parents with the technology coach and teacher volunteers.

Planning the information sessions regarding high school selection with the guidance department.

Planning and conducting sessions regarding the ELA, math, science, and social studies curricular requirements with the literacy and math coaches.

Planning and conducting sessions regarding social growth, and pupil personnel services and issues with the guidance department, and our CBOs.

4. Roberto Clemente, IS 195 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [DYS Beacon Schools, AIDP], by: (List activities.)

Providing workshops on the development of middle schoolers.

Providing workshops on parental responsibilities regarding student attendance and punctuality, and disciplinary needs.

Providing individual and family counseling on-site.

5. Roberto Clemente, IS 195 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

The Parent Coordinator working with representatives of the PTA and the Title 1, will conduct sessions where parents can voice their concerns, needs, successes and achievements regarding workshops, and the implementation of the parent involvement policy.

As always, IS 195 is an ABR (barrier free) school, and is clearly wheelchair accessible, signs are in Braille, and we provide translators in the home languages. Likewise, we have always and will continue to extend all services to parents with particular attention to those parents of economically disadvantaged, limited English proficient, or any ethnic or racial group (our subgroup categories). We will seek additional services for these groups as needs are identified.

Should assessment of the services provided, workshops conducted, or activities indicate that additional or different services are necessary, we will reallocate funds to the degree possible, to accommodate for such.

6. Roberto Clement, IS 195 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - workshops, classes, training on academic content, and English classes
 - ELL Parent Conferences
 - training on the operation of, and monitoring of their child's computer use
 - Computer training for parents on Microsoft word, email, Internet use.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - Parents receive a donated computer upon attending 9 hours of computer training.
 - Parents will receive a copy of assessments administered to students, in training sessions.
 - Guidance department will provide written material regarding high schools, and how to analyze the report card.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - Providing teachers with results from tri-annual parent surveys.

Providing parents with a checklist that delineates the many times during the year when student progress reports will be shared with parents. In this way they can pre-plan and have appropriate expectations.

- d. The school will integrate programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

As a middle school grades 6-8, we work with Junior Achievement, Foundations for Excellent schools, Comp 2 Kids and the BEACON in providing the following:

Mentors for our students which engage parents in knowledge of school to work program

Early college awareness program- resources for financial aid, goal-setting, college selection

Job acquisition skills –for students and parents- resumes, applications, interview techniques

Train parents in the use of computers and internet applications.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

Communication with parents is in the home language. We communicate through letters, phone, email, home visits, and through meetings on-site.

7. Inform parents of outcomes via written communication, phone messaging service and internet.

8. Parent are apprised in writing of the school's progress via distributed copies of the Annual School Report Card, individual discussion on the Acuity Report, benchmark assessments from Accelerated Reader, Student's Progress Report and ARIS computerized program. The "Parent Liaison" program will provide an opportunity for each classroom to have

parents representative. The parent representative will foster a one on one relationship with parent and teachers, as well as, provide the opportunity for parents to form a close knit community within themselves.

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.

□

To help our students meet achievement standards, we will:

- Use assessment to push instruction;
- Structure student programs to reflect student's strengths and weaknesses, learning styles and behavioral needs;
- Provide direct instruction for specific skill building (IEP);
- Provide specific and focused in specific areas of need based on student assessment (Clinics and Streaming for Instruction);
- Provide small group instruction driven by student data;
- Obtain or provide targeted and meaningful professional development for all teachers, as well as for general education teachers working with special education students;
- Improve the use of technology instruction across all content areas;
- Use of in-class intervention strategies;
- Embed professional development and academic planning time into teacher programs;
- Group students for instruction based on varied data sources and programs;
- Class and school inter-visitations will be encouraged;
- Expand the different types of differentiation used in the building;
- Continue to use data and observations to create individual student goals in core subject areas;
- Continue to use the workshop model, a constructivist approach to learning, to enhance instruction in all subject areas;
- Implement clinics by subject and grade level that focus on specific areas of needs in student achievement;
- Introduce SpringBoard (College Board Program) in ELA instruction in all grade levels, as well as Agile Minds in targeted 8th grade math classes.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

To help our students meet achievement standards, we will:

- Use assessment to push instruction;
- Structure student programs to reflect student's strengths and weaknesses, learning styles and behavioral needs;
- Provide direct instruction for specific skill building (IEP);
- Provide specific and focused instruction in specific areas of need based on student assessment (Clinics and Streaming for Instruction);
- Provide small group instruction driven by student data;
- Obtain or provide targeted and meaningful professional development for all teachers, as well as for general education teachers working with special education students;
- Improve the use of technology instruction across all content areas;
- Use of in-class intervention strategies;
- Embed professional development and academic planning time into teacher programs;
- Group students for instruction based on varied data sources and programs;
- Class and school inter-visitations will be encouraged;
- Expand the different types of differentiation used in the building;
- Continue to use data and observations to create individual student goals in core subject areas;
- Continue to use the workshop model, a constructivist approach to learning, to enhance instruction in all subject areas;
- Implement clinics by subject and grade level that focus on specific areas of need in student achievement;
- Introduce SpringBoard (College Board Program) in ELA instruction in all grade levels, as well as Agile Minds in targeted 8th grade math classes.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

- Use professional development in targeted areas
- Recruit and keep certified teachers
- Implement the supervisory plan of support (supervision, monitoring, and coaching)
- UFT Teacher Center will provide workshops and resources to staff
- Common planning time to promote collegiality and community
- o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

- - Use professional development in targeted areas
 - Recruit and keep certified teachers
 - Implement the supervisory plan of support (supervision, monitoring, and coaching)
 - UFT Teacher Center will provide workshops and resources to staff
 - Common planning time to promote collegiality and community

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.

- The professional development plan is comprehensive and addresses the needs of teachers and staff as necessary. As part of the Middle School Initiative, teachers are encouraged to attend professional development both through in-school training and DOE offering. The CLSO will provide assistance when applicable. Administration, coaches, and key personnel will be key in providing professional development for grade level and department staff. Targeted areas for professional development include:

- Classroom Management
- Time Management
- Assessment
- Class Culture
- Technology Integration
- School-Home Connections
- Differentiation

- Data to push instruction
- Goal Setting
- SpringBoard and Agile Mind

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

- Our school has a wide range of learners. In recruiting teachers we look at the total person, not just the resume. It is crucial that prospective educators be creative, effective in using varied methods and strategies that will reach our student mosaic. They must be able to understand the needs of middle school students, both the academic and the social emotional. We look for members who are willing to become a member of our eclectic community by engaging, motivating, and challenging our students. We are a 1:1 laptop school that pushes technology instruction. Each teacher receives a laptop to use during their tenure at IS195.

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

- The Parent Coordinator will continue to work with our CBO's, coaches, and other outreach programs to provide parents with the appropriate workshops. Onsite teachers and other personnel have been instrumental in providing these services to parents during school, after-school, and on Saturdays. Our staff's versatility in speaking dual languages helps to facilitate translation and interpretation services for parents and teachers.

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.

-

Teachers will continue to receive professional development on the use of data to push instruction and develop strategic grouping of students for instruction. The Inquiry Team Model has been introduced to all teachers to help look at student trends and making each classroom a "mini" inquiry team. Using Individual Student Goal sheets has allowed teachers to work with students to set goals and targets for each learning period. Professional Development will continue to focus on using data sources to plan instruction. Introducing SpringBoard to the existing ELA program will allow for a uniform program across grade levels. The Regents math and science programs will allow teachers to develop varied forms of formative assessment to prepare students for regent testing. Our focus continues to be to use the resources available to assure students are achieving.

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.

□

The following activities will be provided for targeted students:

- o During school AIS services
- o After-School Programs
- o AIDP counseling and outreach services
- o Leveled Academic Material (SpringBoard, Agile Minds, Regents, Read180, AR)

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.

□

All efforts are made to provide for coordination and integration of Federal, State, and local services and programs including: our violence prevention program (funding permitted), adult education in technology (Comp-2-Kids), adult job training provided by CBO. Services provided by outside agencies and CBO's will be aligned with school curriculum, standards, goals, and objectives.

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 specifically 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 school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**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.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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 Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Restructuring (Advanced)
 - Focused **SURR 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.

□

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

Refer to Needs Assessment Chart

2. Schoolwide reform strategies that:

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

The school-wide reform strategies that will address the above stated needs are:

- a. AIS services that will include counseling, outreach programs, mentoring and early college awareness. These will be provided by onsite staff, business and college partnerships, and CBO's. Our CBOs and college partners will provide early college awareness and on-site mentoring for students.
- b. Title 1 allocations will support intensive targeted specific professional development provided by specialized staff (coaches, staff developers).
- c. Coaches will provide individual and department sessions for staff.
- d. Continued support for the implementation of the strategies adopted from Co-Nect, our former CSR model (3 year grant that ended in August 2006). We are now able to sustain the objectives of integrating technology into classroom instruction as part of the DOE initiative iTeach/iLearn which we have piloted.
- e. Academic AIS services will be provided in ELA, mathematics, science and social studies to identified students. We will use a reduced class size model, as well as a push-in model with certain students.
- f. Targeted after-school and/or Saturday Academy to enhance specific needs areas in ELA and math.

- g. Partnerships with Museum of Natural History, Urban Advantage, and the STEM consortium will enhance science learning.

To help our children meet the State's proficient and advanced levels of student academic achievement in SY2008-2009, it is of paramount importance that we:

- Use appropriate assessment procedures and tools;
 - Create class organization that reflects knowledge of and addresses children's strengths and weaknesses, learning styles, and behavioral needs;
 - Provide direct instruction for specific skill building as per the Individualized Education Plan (IEP);
 - Provide small group instruction driven by data analysis (team-teaching, cooperative learning);
 - Provide coaches to enhance the teacher learning and professional development component in ELA, math, and technology.
 - Conduct professional development that addresses sensitivity for general education teachers teaching special needs students;
 - Have a professional development program that incorporates team-teaching strategies, adapting lessons using data (including IEPs), and using technology and project based learning strategies;
 - Integrate technology in instruction across disciplines;
 - Develop in class intervention strategies;
 - Access resources in and outside of the school venue;
 - We will embed professional development and planning time into each teacher's program. During the designated periods for planning, teachers will meet by grade to discuss and plan upcoming lessons, unit assessments, and strategies.
 - Grouping for instruction will be based on data from nySTART, regional test sophistication programs in math and literacy, and teacher unit assessments.
 - We will schedule and encourage classroom inter-visitations.
 - We will plan and provide professional development that will strengthen teacher knowledge of the following techniques and strategies as they relate to the implementation of the disciplines.
-
- Strengthen their ability to use data effectively in order to adapt instructional plans to meet the changing need of all students.
 - Build on the capacity of all teachers to use varied teaching strategies in order to further improve the quality of differentiated instruction.
 - Further develop the use of data tools, goals and analysis in order to keep a sharp focus on students progress, particularly that of identified priority groups.
 - Continue to improve strategies to engage, motivate and challenge students so that they become actively focused upon their personal achievement and progress.
 - Extended the use of qualitative data, such as classroom observation and talking with focus groups, in order to monitor the quality and effectiveness of teaching and learning towards key goals.

- Cultivate an expertise in the workshop model of instruction, which is founded in the constructivist approach to the teaching and learning of math.
- Use unit assessments to drive instructions.
- Design content-based thematic units.
- Incorporate the workshop model in mathematics as described by the Region.
- Integrate technology and math tools to enrich lessons.
- Keep providing opportunities to work collaboratively: planning lessons, sharing project ideas, inter-visits for demonstrations, and discuss feedback in a collegial manner.

3. Instruction by highly qualified staff.

We will assure this through :

- o Implementation of our comprehensive professional development plan, with regular revisions as necessary.
- o Recruit and maintain certified teachers
- o Implement our supervisory plan of support, supervision and monitoring, which incorporates setting clear goals and objectives with each teacher and providing regular classroom observations by administrators.
- o Staff developers will support teachers in obtaining necessary information to address requirements for certification.
- o UFT teacher center will provide workshops to provide educational and access information facilitating certification.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Our professional development plan is quite comprehensive and addresses the needs of teachers within their specific content areas, for their individual needs regarding classroom management, and on a uniform basis for technology integration. The strategies and approaches

delineated in this plan update are aligned to the mandated standards and provide for our expectation for high quality instruction in all disciplines. Professional development includes, among the priority instructional mandates, integration of technology, student character development, and understanding the middle school child. Assistant Principals and coaches are the key personnel in providing professional development for department and academy staff. We have also engaged outside contractors to provide specific strategies for our staff. Areas targeted are:

- o Classroom management
- o Time management
- o Developing and sustaining classroom policies, decorum, mutual responsibilities
- o Lesson development and implementation
- o Accessing, analyzing, and understanding data for instruction
- o Developing assessment strategies in the classroom
- o Integrating technology as a primary source
- o Using literacy skills across the curriculum- all content specialties
- o Establishing school-parent contact/relationship

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

Our school has a wide range of learners. We pride ourselves in looking for teachers that want to make a difference. In our recruitment of teachers we seek the creative person that may be effective by using methods and strategies that will reach our student mosaic. We look for individuals who are willing to become a part of our eclectic community by engaging, motivating and challenging learners. Our teachers can share the school's goals and objectives, and easily articulate the professional development opportunities and support we provide. We will encourage visitation and arrange for volunteers to escort prospective teachers through their visit. Each teacher receives a laptop for their use during their tenure at IS 195. These strategies have proven beneficial in retaining intelligent, trained, committed staff.

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

The Parent Coordinator will continue to work with our CBO's, our coaches and outreach programs to provide parents with the appropriate workshops to address their identified needs, and new initiatives being implemented. Onsite teachers and other personnel have been very instrumental in providing these services to parents during school, after school and on Saturdays. Our staff's versatility in speaking dual languages, facilitates interpretation and translation services as needed.

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.

Teachers will continue to receive professional development on the use of data to develop appropriate instructional groupings, and lessons as they implement the curriculum. The literacy, math and technology coaches will be instrumental in facilitating this process. All teachers have access to existing data and the internet. Professional development will include how to develop their own forms of formal and formative assessment, and how to develop assessment binders on a continuum.

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.

The following activities will be provided for targeted students:

- During school AIS services
 - After-school programs
 - AIDP counseling and outreach services
 - Leveled academic materials (books, testing materials, etc.)
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.

All efforts are made to provide for coordination and integration of Federal, State, and local services and programs including: our violence prevention program (provided that funding will continue), adult education in technology provided by the school, adult job training provided by a CBO. Services provided by outside agencies and CBO's will be aligned with school curriculum, standards, goals and objectives.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high-quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

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.

-

-

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

Part B:

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.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_05M195_111510-123919.doc

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 3	District 05	School Number 195	School Name Roberto Clemente
Principal Ms. Rosarie Jean		Assistant Principal Ms. Yolanda Ramos	
Coach Mr. Sean Licata (ELA)		Coach Mr. Alejandro Rivera (Math)	
Teacher/Subject Area Mr. Aladji Sow (ESL)		Guidance Counselor Ms. Deborah Felder	
Teacher/Subject Area Ms. Claudia Pimentel (NLA)		Parent	
Teacher/Subject Area		Parent Coordinator Ms. Katiria Caceres	
Related Service Provider		Other Mr. Luis Velazquez Bil Coord	
Network Leader Donald Conyers		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	2	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	401	Total Number of ELLs	98	ELLs as Share of Total Student Population (%)	24.44%
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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.

In order to ensure that all city, state and federal mandates are met, we have an established structure and process in place. Upon registration, parents of new admits are given the Home Language Identification Survey (HLIS). In order to ensure that it is accurately completed, we have a pedagogue, usually an ESL teacher or the Bil/ESL Corrdinator, who is assisting the parents and ensuring that they understand the question. Upon review of the survey, if there is a home language other than English, we administer the LAB-R test. If the child becomes entitled, we inform the parents about the Parent Orientation, where they can view the model ELL programs in the city of New York and choose the model that is best for their child. The parents complete the survey and the BIL/ESL Coordinator ensures that the parents' choices are honored. In the event that the parents do not return the survey, the BIL/ESL Coordinator continues to reach out to the parents.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							1	1	1					3

Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained							1	1	1						3
Push-In															0
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	98	Newcomers (ELLs receiving service 0-3 years)	75	Special Education	7
SIFE	45	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	5

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	53	25								53
Dual Language										0
ESL	31	18								31
Total	84	43	0	0	0	0	0	0	0	84

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	14	30					53
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	9	14	30	0	0	0	0	53

**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	
	EL L	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														0
Chinese														0
Russian														0
Bengali								1	1					2
Urdu														0
Arabic							2	3	8					13
Haitian							1							1
French							2	6	5					13

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2						2
TOTAL	0	0	0	0	0	0	5	12	14	0	0	0	0	31

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.

Our ESL program adheres to the CR Part 154 regulations. The students in our program are identified by the results of the LAB-R and the NYSESLAT and are grouped according to their level of proficiency. Instruction takes place during a double-period block of time which is consistent and takes place across the different grade levels. Beginners/Intermediate students receive a total of 450 minutes of instruction which surpasses the minimum time established. Advanced students receive 225 minutes of ESL and 225 minutes of ELA. All of our service providers are highly qualified.

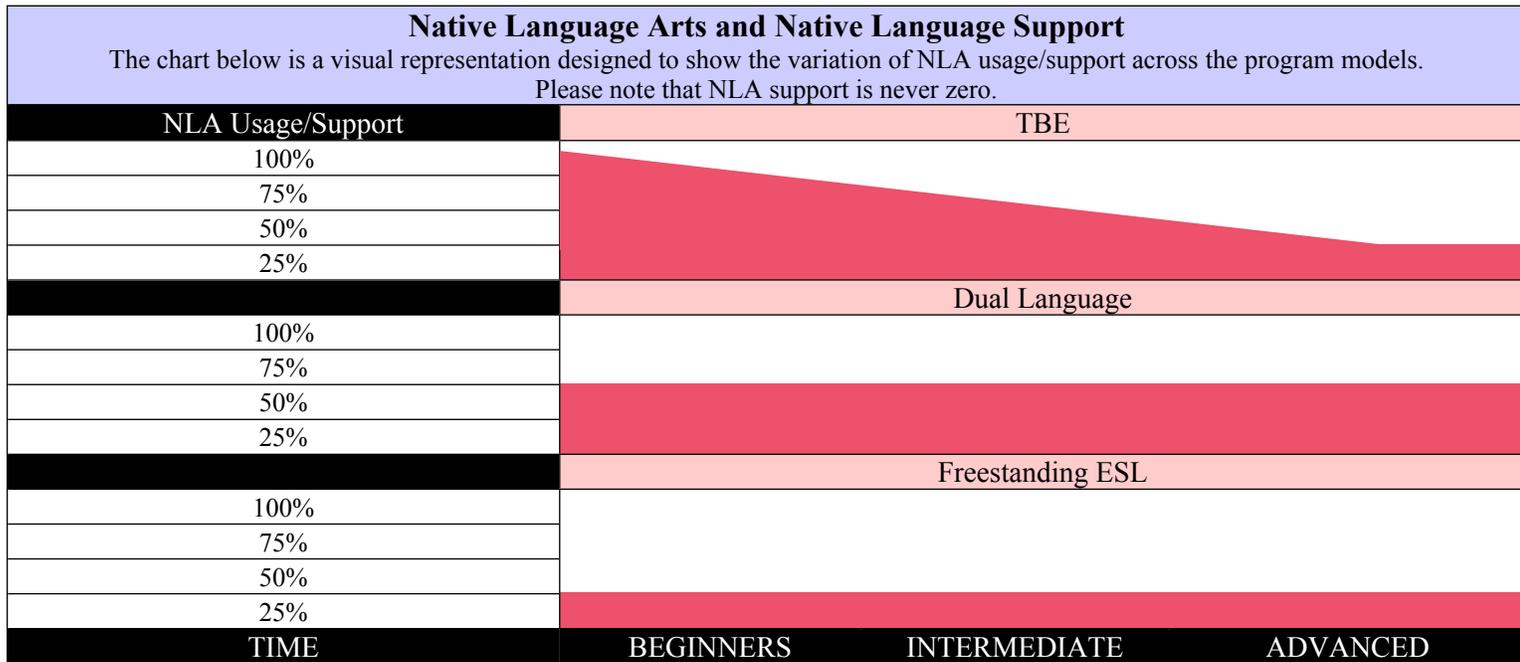
We currently have two classes in the Transitional Bilingual program. One is an eighth grade class and the other a bridge class composed of sixth and seventh graders. We provide Native Language Arts (NLA) instruction and content area instruction in the native language. Our teachers are fully certified. NLA instruction is given for a total of 180 minutes in accordance with CR Part 154 regulations. In addition, we have an ESL only self contained class for Newly arrived students who speak languages other than Spanish.

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



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?

In order to effectively plan for instruction, it is important for us to examine the subgroups within our population. We have identified the following: Long-term ELLs (who have been ELLs for more than six years), SIFE students and Special Education students. ELL students in Special Ed programs are provided with the appropriate services based on their I.E.P.s.

Currently we are having the students, in the Transitional Bilingual program, work on Destination Reading, a reading and writing computer based program from River Deep. This program tests the students and gives them work based on their needs/results. The teacher monitors the students' progress by accessing the information from the website. Since this program can also be used at home, the teacher can assign homework for them to do. The teacher has the capability to view/see the work that the student has done at home from his/her own computer. (A survey was done to determine who had and who needed a computer. Those students who didn't have one, a computer training workshop were done on a Saturday for their parents. Those parents that attended the training are given a desk top computer donated by Comp-2-Kids.)

In addition, all of these students are offered an opportunity to attend an Extended Day Program and a Saturday program. The Extended Day programs offered are an Enrichment program through the Title III Grant and a SIFE program through the SIFE Grant. The Saturday program is being offered through a Supplemental Educational Services provider, Brienza's Academic Advantage, through the NCLB program. The students will be following a specialized curriculum for ESL and Mathematics.

Due to our commitment to servicing our sub-population of Students with Interrupted Formal Education (SIFE), we have applied for monies from the SIFE grant. We will use this our SIFE funding to provide a four-day extended day program to our SIFE population. The program will run Monday through Thursday from 3pm until 5pm for duration of 22 weeks. During these four days we'll address Mathematics, English and Spanish Literacy. For Math, we're going to continue using Destination Math for our extended day program. The students will meet with the teachers 2 days a week for 2 hours each for 22 weeks. Since we already have the Destination Math program, the SIFE grant will cover the per-session for the teachers. For the English literacy program, we intend to continue using the RIGOR program during the school day for our SIFE students provided we have the appropriate PD for the teacher. We'll continue using Destination Reading to supplement the schools ELA program in the extended day program. The students will meet with the teachers 2 days a week for 2 hours each for 22 weeks. Since we already have the program, the SIFE grant will cover the per-session for the teachers and the Benchmark PD for the RIGOR program. For the Spanish literacy program, the teacher will use the Spanish RIGOR program. The students will meet the teacher 2 days a week for 2 hours each for 22 weeks. For the Spanish Literacy program, we will be servicing 2 groups of 10 students for 2 days each group. There will be only one teacher using the Spanish RIGOR during the extended day program for the 4 days. The teacher has already been trained.

All Ells have access to all afterschool programs including any sports teams.

Instructional materials in the native language (Spanish) are purchased so that the students may continue to develop their proficiency in their first language. High quality literature is used in the instruction in order to develop the skills necessary for the students to become literate and use critical thinking skills. This development will impact on their second language development. Technology is also an important tool in our school. . In addition, we are fortunate to have a Smart Board, a projector and enough laptops in every classroom for the teacher and each student to use.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

On-going professional development opportunities are offered to our teachers in an effort to impact on their instruction. We will ensure that the Jose P. mandates are implemented in our school building and offer the teachers high quality professional development workshops. These workshops will be given by our ESL teachers and any opportunities afforded to them through the Office of English Language Learners. Also, as part of our SIFE grant Q-Tel Training will be available for the staff.

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?

In terms of community involvement, we have established partnerships with Comp2Kids, Foundation for Excellent Schools, I Teach I Learn, Junior Achievement, Latham and Watkins and McKinsey and Company. This year we are partnering with Community Impact at Columbia University. They are currently providing ESL and GED classes to the ELL parents. We continue to look to develop more community outreach with partners that will help our students, especially ELLs, develop skills so that they may succeed in their studies.

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)							14	3	20					37
Intermediate(I)							6	6	15					27
Advanced (A)							4	8	5					17
Total	0	0	0	0	0	0	24	17	40	0	0	0	0	81

NYSESLAT Modality Analysis

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	41	39	9		89
7	54	84	26	3	167
8	77	128	27	1	233
NYSAA Bilingual Spe Ed				5	5

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						2			2
7						7			7
8						9			0
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies

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

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

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

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?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our school uses the AR test that helps us determine the student's reading level in addition to their ZPD. We also use the results garnered from the Spanish LAB for the Spanish speaking students, We've also used, in certain cases, the level one reading test of the Destination Reading program. Upon examination of the data, we have observed that the students in Grades 6, 7 and 8 need to strengthen their reading and writing skills. Based on this data, we are implementing the following instructional practices to meet their needs: The students have been divided into groups of learning with regards to their reading, writing, listening and speaking abilities. For example, the ESL class is divided into two major groups and serviced by two ESL teachers to address the student's specific needs. In addition, the beginner students receive 3 AIS period per week.

In an effort to promote the achievement of our school population, our school also formed an Inquiry Team which examines ELL issues such as Reading and Listening for Comprehension,. All members of the Inquiry Team as well as the teachers involved, continuously examine and analyze data from standardized tests from the NYS along with the results obtained from Interim Assessments in an effort to formulate goals and objectives for instructional practices that will promote student achievement.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 195 Roberto Clemente					
District:	5	DBN:	05M195	School		310500010195

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.1	90.3	88.4
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		88.4	90.5	86.4
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	104	95	68	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	251	179	117		79.1	88.8	88.8
Grade 8	266	253	194				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		21	45	46
Grade 12	0	0	0				
Ungraded	13	25	20	Recent Immigrants - Total Number:			
Total	634	552	399	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					20	33	32

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	78	71	68	Principal Suspensions	28	22	41
# in Collaborative Team Teaching (CTT) Classes	27	17	20	Superintendent Suspensions	30	44	36
Number all others	34	25	20				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	49	45	TBD	Number of Teachers	76	62	58
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	24	21	13
# receiving ESL services only	75	65	TBD				
# ELLs with IEPs	11	27	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	4	3	12

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
	23	15	59	% fully licensed & permanently assigned to this school	100.0	100.0	96.3
				% more than 2 years teaching in this school	53.9	67.7	87.9
				% more than 5 years teaching anywhere	38.2	54.8	63.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	63.0	71.0	86.2
American Indian or Alaska Native	0.2	0.2	0.0	% core classes taught by "highly qualified" teachers	91.8	98.2	93.4
Black or African American	43.2	47.5	45.1				
Hispanic or Latino	55.0	48.6	49.4				
Asian or Native Hawaiian/Other Pacific	0.3	1.4	2.3				
White	1.1	2.4	3.3				
Male	53.0	54.0	57.1				
Female	47.0	46.0	42.9				

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:	v	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	v			-	
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v				-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	X	v				-	
Limited English Proficient	X	v					
Economically Disadvantaged	v	v				-	
Student groups making	4	6	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	D	Overall Evaluation:					P
Overall Score:	22	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	3.8	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	3.7	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	14						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 05M195 _____

All Title I SWP 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:	505,858	92,760	598,618
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,059	928	5,987
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25,293	*	*
4. Enter the anticipated 10% set-aside for Professional Development:	50,586	*	*

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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.

In January 2009, research was conducted by members of the school committee to determine which academic and organizational model will best meet the needs of our student population. As a result in September 2009, the school was re-organized from an Academy model (grades 6, 7, 8 on one floor) to a grade-specific team.

In September 2009, all students were assessed in ELA and Math in order to determine their proficiency level by grade. As a result of the analysis, students were regrouped in the appropriate groups, based upon the analysis of the results. Teachers were then given professional development and were scheduled to meet weekly in order to develop the curriculum needs and relevant assessments.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

In September 2009, all teachers were provided with intensive training in scholastic Springboard curriculum. Springboard is a college ready literacy-based curriculum designed for middle school students. Students were assessed and teachers designed the instruction based upon the assessment.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
 - We had provided students 37 and a half minutes at the end of the school day to support their ELA and Math educational needs. In addition to this support, parents were given the opportunity to enroll their children into supplementary educational service programs to assist their children's needs in Math and ELA academics. During the summer of 2009, a six week intensive Agile-Mind research-based Math curriculum was offered to students. During the summer 2010, we offered a one month enrichment program for English language learners.
- **Help provide an enriched and accelerated curriculum.**
 - We provided a Science and Math Regents program to our motivated and accelerated 8th grade students. For our 7th grade students, a pre-Regents program was offered to help in the preparation for the following year. From September till November an after-school program was offered to help in the preparation of the Specialized high school test prep. From March till June, a similar specialized high school examination program was offered to help them be prepared for the following year. In partnership with Columbia University Teachers' college, a STEM after-school program was offered to our 7th grade students.
- **Meet the educational needs of historically underserved populations.**
 - Achieve-Now overage population
- **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**

SINI – ELLs, ELA enrichment program SIFE –
 Title 3 – ELLs Sports and Arts program
 School-wide grade-specific Content-driven Clinics

- Are consistent with and are designed to implement State and local improvement, if any.

3. **Instruction by highly qualified staff.**

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.**
 - All staff members were given opportunity to participate in professional development in their content area especially in Special Education and ELA. Most of the PDs were in conjunction with Columbia University Teachers' College, GE Foundation and American Museum of Natural History Urban Advantage Program. A.U.S.S.I.E, a consultancy agency, was hired in order to support the ELA teachers in their instruction and lesson-plan development.

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

N/A

6. **Strategies to increase parental involvement through means such as family literacy services.**
 - Create committee to interview candidate for job. PC must comply with DOE mandates and actively seek to bring parents into the school. Will set up parent room to serve as center for parents
 - Comp2kids program was delivered during the weekend, where over 200 computers were donated to parents and their families.

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.**

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.**

Weekly grade and content meetings were built into the teacher schedules. Teacher teams met to analyze the predictive data and to modify the curriculum to address student achievement gaps..

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.**

I. Clinics – For Skills-based Instruction

- a. Differentiated instruction based on students needs in ELA, Math, Science and Social Studies
- b. Will expand to monthly content clinic across the grade
- c. Student assigned (streamed)

II. AgileMind (*Academic Youth Development*)

AYD directly address widespread student misconception about the factors that shape mathematics achievement and give students a practical set of skills for improving their classroom success.

- **Spring 2010: Earobics (Skills building software)**

All Special Education teachers, ESL and some ELA teachers attended one day training for an online, research based program that to build reading skills in the critical upper elementary and middle school grades. Designed to meet the needs of students reading below grade level, Earobics Reach provides a powerful, flexible and highly interactive student experience that motivates even reluctant learners.

- **Math Buddies:** In partnership with Teachers college Columbia University, graduate students had the opportunity to mentor our students in closing the achievement gap. Data showed that those students who worked with these graduate students showed that their scores were much more accelerated than their peers.

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.**

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	-------------	--	---------------------------------------	--

¹ **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.

² **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.

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	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	X			424,920	X	cep program pages 41-46
Title I, Part A (ARRA)	Federal	X			91,832	X	cep program pages 47-48
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

-
- **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.