



INTERMEDIATE SCHOOL 218
THE SALOME URENA DE HENRIQUEZ SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 06M218

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 218M **SCHOOL NAME:** Salome Urend de Henriquez

SCHOOL ADDRESS: 4600 Broadway New York, N.Y. 10040

SCHOOL TELEPHONE: 212-567-2322 **FAX:** 212-569-7421

SCHOOL CONTACT PERSON: June Barnett **EMAIL ADDRESS:** jbarnett@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: June Barnett

PRINCIPAL: June Barnett

UFT CHAPTER LEADER: Joe Durso

PARENTS' ASSOCIATION PRESIDENT: Yvette Holquin

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** CFN 308

NETWORK LEADER: Kathy Pelles

SUPERINTENDENT: Martha Madera

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
June Barnett	*Principal or Designee	
Joe Durso	*UFT Chapter Chairperson or Designee	
Yvette Holquin	*PA/PTA President or Designated Co-President	
Ana Rosario	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Migdalia Cortes -Torres	CBO Representative, if applicable	
Jennifer Archibald	Member/UFT	
Joseph D’Urso	Member/UFT	
Basilios Pipinos	Member/UFT	
Sharon Rubin	Member/UFT	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Intermediate School 218 is located in the Washington Heights/ Inwood community of Northern Manhattan and is housed on an educational campus that includes M.S. 322, I.S./H.S. 293, and a community based organization, The Children's Aid Society. I.S. 218 occupies the third floor and half of the second floor for its instructional programs with the administrative office located on the first floor. The cafeteria, auditorium, gymnasium, dance studio, and library are shared spaces amongst the four organizations in the building.

Based on the State Education Department's No Child Left Behind (NCLB) criteria we are identified as a School in Need of Improvement (SINI) Restructured Advanced. In the last two years we have been reviewed in the following areas: NYS No Child Left Behind audit, NYS SEQA Review of IEPs, and the most recent New York State/New York City Joint Intervention Review (summary of report is attached at the end of this CEP). Recommendations from the review have been folded into our plan and we have prepared a restructuring plan that is also attached to this CEP. Since the inception of the Department's Progress Report evaluations we have earned the following letter grades:

2009-2010 = B

2008-2009 = A

2007-2008 = B

2006-2007 = C

Our state assessments over the last three years shows that we are in good standing by having met Annual Yearly Progress (AYP) in mathematics three years consecutively, and in the 2009 – 2010 school-year met AYP in science. While we have made gains in English Language Arts and have received credit on the Progress Report for some portions of our performance on the ELA state assessment we have not made AYP and are continuing our work with students towards becoming proficient in the skills and strategies of English Language Arts. Thus, the school wide goal is to make AYP in the 2010-2011 school year by focusing on literacy skills and strategies across the four core content areas.

Presently we have 373 students enrolled in grades six through eight predominantly from Hispanic families who are mostly from the Dominican Republic and other countries like Mexico, Columbia, and Ecuador. Most families' socio economic background is below the poverty level and results in 98% of our students being eligible for free lunch. At least 90% of our parents speak Spanish and are in need of translation services for all communication. A driving factor in our school is the overwhelming support necessary –academically, socially, emotionally and economically – to sustain students' ability to

remain focused on learning. A small group of our students are also identified as Students with Interrupted Formal Education (SIFE) and Long-Term English Language Learners (LTE). Because of the economic instability of our parents a small percentage of students are deregistered and moved back to their home country only to return six months to a year after.

Our school is a prominent destination for both students and parents in this working class community in part due to the community based organization, Children's Aid Society that houses a dental, orthodontic, mental health and wellness clinic on site. There is also after school programs throughout the year and a summer camp component during July and August. Children's Aid Society is a strong partner of I.S. 218 and provides support to the parents, teachers, administration, and students. Additional support is received by the parents through our school's ESL and Computer classes that are facilitated on Saturdays. Workshops presented by the Parent Coordinator are to sustain parents understanding of the curriculum and standards, as well as providing social information to support them in their daily lives. Topics presented include: The Citizenship Process, Understanding Tenants Rights, Fire Safety, Advocating for your Special Ed. Child, Introduction to the new Common Core Standards, Navigating the ARIS Parent Link.

Our vision at Intermediate School 218 continues to be the goal to create an urban school community that produces sustained gains in student achievement to close the achievement gap, and to improve students' moral commitment to, and understanding of the external community. We strive to provide a rigorous and caring learning community in which every child is respected and given the opportunity to develop distinguished and disciplined character, positive social values and academic skills that will allow them to adapt to change, be responsible citizens, and contribute to contemporary society.

Along with our stated vision the continues to be our goal to provide students a rigorous data driven education focused on critical thinking competencies to improve students' academic outcomes and compete in the global community. With our Core Values we create a safe and trusting environment that assists in developing, guiding and promoting students towards self-discipline, motivation and responsibility for our school and the external community. Through Team Meetings and Instructional Grade Meetings, and daily advisory the faculty provides instructional leadership following the Principles of Learning, and are advocates for students' social and emotional growth.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	21	10	5	Number of Administrators and Other Professionals	10	8	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	5	8	3	% fully licensed & permanently assigned to this school	100.0	98.1	100.0
				% more than 2 years teaching in this school	47.6	35.8	42.9
				% more than 5 years teaching anywhere	45.2	35.8	46.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.0	68.0	73.0
American Indian or Alaska Native	0.0	0.0	0.0		83.3	75.8	100.0
Black or African American	4.5	3.8	2.9				
Hispanic or Latino	94.5	95.1	96.2				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.0	0.5				
White	0.7	1.1	0.5				
Male	52.6	54.7	55.2				
Female	47.4	45.3	44.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
√	NCLB Restructuring – Year 4						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	Restructuring Y 4			ELA:			
Math:	IGS			Math:			
Science:	IGS			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
All Students		√SH	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√SH	√	√			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		-	-	-			
Other Groups							
Students with Disabilities		√SH	√	√			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√SH	√	√			
Student groups making AYP in each subject		5	5	5	0	0	0
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	75.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.9			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	19			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	41						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	6.8						
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			
				◇ = Outstanding			
				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							

SECTION IV: NEEDS ASSESSMENT

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

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

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

The chart below reflects our school's performance on the NYS English Language Arts assessment over a four-year period from 2007-2010 and illustrates the school-wide trends as to where our students are to date, as well as suggest what must now be done to move students performance towards academic success in ELA.

TOTAL SCHOOL – ALL TESTED STUDENTS ELA PERFORMANCE ON STATE ASSESSMENTS – 4 YEAR SPAN

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009/2010	98	27%	149	41%	44	12%	2	1%
2008/2009	49	9.3%	331	67%	117	23.7%	0	0%
2007/2008	92	17.0%	357	65.9%	93	17.2%	0	0%
2006/2007	89	16.8%	335	63.1%	107	20.2%	0	0%

Total School Trends in Literacy: This positive trend in the upward movement of students towards levels 2 and 3 from 2008/2009 and 2009/ 2010 dropped significantly as a result of the revised grading criteria for the state ELA assessment. With the new parameters for testing now in place for the 2011 ELA assessment students' learning and teachers' understanding of the new Common Core Standards will be realigned to ensure a renewed upward trend towards levels 2 and 3. For the year 2009/2010 over a third of our students scored at level 2. To bring students performance to level 3 and 4 (this year there were 2 students who scored at level 4) we will continue with activities and programs that strengthen the skills of students scoring at Levels 2 & 3 to ensure that more students reach Level 4. Additionally, targeted

instructional initiatives that address the specific needs of students scoring at Levels 1, 2 and 3 will be accelerated.

Data Source: A Four- Year Analysis of Performance Trends in ELA Disaggregated by Grade and the all students SWD and LEPs Subgroups

One area of concern that we are focusing on this year is the Limited English Proficiency (LEP) students who are a major factor that must be addressed if our ELA scores is to show student improvement. Each of the following chart below for grades 6, 7, and 8 reflects this sub groups performance over four-years.

Grade 6 – English Language Learner ELA Assessments

	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009/2010	32	25%	52	41%	20	16%	1	1%
2008/2009	3	3.3%	69	75.0%	117	23.7%	0	0%
2007/2008	92	17%	357	65.9%	93	17.2%	0	0%
2006/2007	15	11.0%	83	61.0%	38	27.9%	0	0%

Grade 6 English Language Learners Trends: Over a four-year period from 2006 -2010, the percentage of LEPs scoring at Level 1 on the ELA assessment decreased from 11.0% to 3.3% (-7.7%) – and, again, with the new NYS testing criteria students in 2010 did not perform well as indicated earlier in this report. Prior to this year, however, the percentage of Level 2 students increased from 69% to 75.0% (+14%). The percentage of students scoring at Level 3 declined r-, from 27.9% to 21.7% (-6.2%). With the exception of one student in 2009 scoring a level 4 there are no other students scoring at Level 4. Our analysis of Grade 6 performance for LEPS indicates positive and negative results in student achievement that will be addressed. We must stop the decline of students in Level 3 and increase the percent of students in Level 4. Instructional initiatives that promote progress in language acquisition and content area skills will be continued in order to resolve these trends in achievement for LEPS.

Grade 7 – English Language Learners ELA Assessments

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009/2010	40	31%	58	45%	13	10%	0	0%
2008/2009	10	12.7%	54	68.4%	15	19.%	0	0%
2007/2008	31	49.2%	29	46.0%	0	0%	0	0%
2006/2007	10	35.7%	17	60.7%	1	3.6%	0	0%

Grade 7- English Language Learners Trends: Over a four-year period from 2006 -2010, the percentage of LEPs scoring at Level 1 on the ELA assessment decreased from 35.7% to 12.7% (-23%) – and, again, with the new NYS testing criteria students in 2010 did not perform well as indicated earlier in this report. Prior to this year, however, the percentage of Level 2 students increased from 60.7% to 68.4% (+7.7). The percentage of students scoring at Level 3 increased from 3.6% to 19.0% (+15.4%). There are no students scoring at Level 4. An analysis of this three-year trend in ELA-Grade 7 performance for LEPS indicates an overall positive trend in student progress as a significant percentage of Level 1 students moved to Level 2, and as 19.0% of students performing at level 3 in (2008) as oppose to 3.6% in (2006). Instructional initiatives that promote progress in language acquisition and content area 'skills will be continued in order to maintain this positive trend in LEP student performance. We are developing strategies to move students to Level 4.

Grade 8 – English Language Learners ELA Assessments

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009/2010	26	42%	39	36%	11	10%	1	1%
2008/2009	31	45%	36	52.9%	1	1.5%	0	0%
2007/2008	28	50%	28	50%	0	0%	0	0%
2006/2007	18	54.5%	14	42.4%	1	3.0%	0	0%

Grade 8- English Language Learner Trends: Over a four-year period from 2006 -2010, the percentage of LEPs scoring at Level 1 on the ELA assessment decreased from 54.5% to 45.6% (~8.9) – and, again, with the new NYS testing criteria students in 2010 did not perform well as indicated earlier in this report. Prior to this year, however, the percentage of Level 2 students increased from 42.4% to 52.9% (+ 10.5). The percent of students in Level 3 decreased from 3.0% to 1.5%. An analysis of this three-year trend in ELA-Grade 8 performance for LEPS indicates an overall positive trend in students making progress as 8.9% of Level 1 students moved to Level 2, and as indicated by a 10.5% gain in students scoring at Level 2. However, since only one student is meeting state standards by scoring at Levels 3 and 4, additional instructional initiatives that promote progress in language acquisition and content area skills will be identified.

Root Causes/Contributing Factors/Significant Findings

A major cause to the slow growth in English Language Arts of our students is the on-going interrupted instruction of our students resulting from frequent trips back to their home country for significant periods of time throughout the school year. Parents’ weak command of the English language is a barrier as they are unable to assist students with homework or model academic reading, writing and speaking in English as a result of their unfamiliarity with the language.

- School wide Inquiry work on school wide initiative based on trends observed in data from state assessments
- Use of Teaching Matters Reading Assessment to assess students (scoring in performance Levels 1 and 2) comprehension and growth throughout the year.

- Increased professional development in item analysis to ensure alignment of instruction.
- Increase the professional development on Analyzing Student Work to drive and enhance instruction.
- Ensure all classes are participating in the 35 books reading standard across genres.
- Increase the content area literacy instruction in Science and Social Studies in keeping with new city mandates.
- Increased professional development in analyzing data (ARIS/Acuity) to assist in modifying and planning of instruction.
- On-going Focus Walks and inter visitations for teachers on site, as well as participation in lab sites at network schools
- Provide staff development to all ELA teachers; and teachers that require extra assistance in facilitating standards based instruction in the following areas:
 1. Components of reading/writing workshop (90 minutes literacy block)
 2. Use of data to inform differentiated instruction and create effective action plans
 3. Conferencing with students regarding setting goals
 4. The use of instructional strategies to help at-risk students
 5. Effective strategies for teaching reading, writing, listening and oral communication skills.
 6. Increase the use of established leveled classroom libraries
 7. Continue with the implementation of the America's Choice model components.
- Literacy coach will continue providing resources and materials, and one-on-one mentoring and coaching
- Extend the use of Technology in data gathering (ARIS/Acuity, nySTART)
- ESL instruction will continue to integrate QTEL scaffolding tasks to amplify students' academic achievement

**GRADE 6
STUDENTS WITH DISABILITIES – ELA PERFORMANCE RESULTS**

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009/2010	17	55%	11	35%	3	10%	0	0%
2008/2009	3	13%	17	77.3%	2	9.1%	0	0%
2007/2008	4	25%	10	62.5%	2	12.5%	0	0%
2006/2007	4	17.4%	17	73.9%	2	8.7%	0	0%

**GRADE 7
STUDENTS WITH DISABILITIES – ELA PERFORMANCE RESULTS**

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%

2009/2010	17	61%	5	18%	1	4%	0	0%
2008/2009	2	8.7%	19	82.6%	2	8.7%	0	0%
2007/2008	13	43.3%	13	43.3%	3	13.3%	0	0%
2006/2007	11	52.4%	10	47.6%	0	0%	0	0%

**GRADE 8
STUDENTS WITH DISABILITIES – ELA PERFORMANCE RESULTS**

Year	Level 1		Level 2		Level 3		Level 4	
	#	%	#	%	#	%	#	%
2009/2010	9	43%	8	38%	0	0%	0	0%
2008/2009	9	30%	20	66.7%	1	3.3%	0	0%
2007/2008	11	40.7%	15	55.6%	1	3.7%	0	0%
2006/2007	10	55.6%	8	44.4%	0	0%	0	0%

Overall, the ELA exam results as reflected on the NYC Progress Report indicate that students with disabilities representing the bottom third gained extra credit towards the school’s overall score because of their movement out of the bottom third. Thus, the median growth percentile in English for all students was 75.0%, but the median growth percentile for our lowest third students was 88.0%. While this sub group has made some progress their performance along with that of the English Language Learners must improve in order for the school’s performance to increase.

Implication for the Instructional Program

The 2010 Progress Report (PR) evaluated our school overall a ‘B’ for this past school year. The data on the report indicated that although progress was made (this section of the PR was rated ‘A’) the Student Performance section indicated that improvements were needed – we received a ‘D’ rating for this section. Analysis of the Progress Report Data and item analysis of the state exam indicate that there continues to be an urgency for literacy to make further academic gains. This will be done by implementing and strengthening the following literacy protocols and programs:

- a. Intensify academic intervention services
- b. Inquiry work to focus on writing school wide
- c. Teachers, coach, literacy consultants, and principal to work together on identifying ‘new teaching’ that needs to be done

- d. School wide rubric in writing will be developed to support all students across content areas
- e. Students to maintain Reading Logs as part of 35 books standards (teacher expectation of higher volume reading of 60 – 100 pages daily).
- f. Teachers will teach students to build stamina as they read fiction and non-fiction books weekly
- g. Readers Response Journals using the double entry strategy will be used daily
- h. Vocabulary study across content (including phrases, idiomatic expressions, word origins) will be incorporated into lesson plans
- i. The word wall for content specific focus and for literacy will be fully developed
- j. ELA and Social Studies teachers to collaborate on interdisciplinary units of study
- k. Teachers will receive professional development in analyzing student work
- l. Teachers awareness of state exemplars for written responses (taken from state answer booklets) will be heightened through ongoing workshops in comparing students work alongside state exemplars
- m. Increase the use of graphic organizers to support comprehension

Additional implications for Instruction:

We will use data for information to determine instructional practices. Our literacy instructional program the Teaching Matters' Writing Matters program will continue to be facilitated in our 90 minutes blocks in all ELA classes, along with the supplemental use of Read 180 and Achieve 3000. We will provide 8 periods of ELA instruction for all grades and will focus on 6th grade students to address their needs as they become oriented to the instructional program at the middle school level. Teachers will explicitly teach the routines, rituals, skills and strategies used by accomplished readers and writers. Teachers will continue to facilitate instructional practices that will ensure acquisition of literacy skills for gains. Teachers will monitor students' performance through data by maintaining their Teachers Assessment Notebooks and ARIS that will support them throughout the school year in planning informed lessons based on students' abilities and needs. Small group guided instruction and conferencing will also be a part of the differentiated program.

Rationale for Continuation/Modification of Restructuring Initiatives:

We have made significant improvement in addressing the needs of the students that were far below the standard; however, we must continue to address the needs of students partially meeting the standards in order to meet AYP. Therefore, the rationale for continuation/modification will be implemented:

- We will carefully analyze data to identify students for participation in AIS across curriculum.
- We will continue to increase our parent outreach to ensure that students below the standards are enrolled in BELL which is our SES provider
- We will monitor closely student work and analyze data from interim assessment and other diagnostic assessments.
- We will continue common planning (horizontal and vertical) that is incorporated into all teachers 25 periods instructional schedule

- We will enhance the classroom libraries with non-fiction to support students acquisition of background knowledge, and historical fiction to support social studies reading for projects and ancillary reading on topic being covered throughout the year.

Critical Issues:

- There is a need for differentiated professional development and monitoring of professional growth of all ELA/ESL teachers.
- We must continue to address the needs of all literacy teachers – including ESL teachers.
- We must identify opportunities for interdisciplinary activities which will foster and internalize reading habits and skills.
- We will continue to expand effective programs (Achieve 3000) for addressing the needs of our English Language Learners.
- We will continue to deliver professional development and one-on-one teacher development as needed

SCIENCE

RESULTS FROM THE 2009-2010 NYS SCIENCE ASSESSMENT

As a result of the intensive professional development program underwent by all science teachers in the department during the 2009-2010 school, along with team lesson planning and oversight by the administration, as well as one-on-one teacher development with the science consultant, focused tutorials with targeted students (bilingual students, English Language Learners), specific field trips to provide background and enhanced knowledge, and baseline exams at the beginning of the school year with predictor assessment administered throughout the year and a final baseline at the end of the school year teachers and students were prepared for the NYS science exam. Test preparation from the BELL program and on Saturdays also provided additional support. As a result annual yearly progress was met. The scores by sub groups are as follows:

LEP STUDENTS

Year	Level 1	Level 2	Level 3	Level 4
	# of Students	# of Students	# of Students	# of Students
2009-2010	44	36	19	2

SPECIAL ED. STUDENTS

Year	Level 1	Level 2	Level 3	Level 4
	# of Students	# of Students	# of Students	# of Students
2009-2010	3	2	0	0

ALL STUDENTS TESTED

Year	Level 1	Level 2	Level 3	Level 4
	# of Students	# of Students	# of Students	# of Students
2009-2010	14	70	51	7

Grade 8- Overall Summary of Needs Assessments in Science

Implication for the Instructional Program

I.S. 218 instructional program for 2010 – 2011 will stay the course as results from this past year indicate the strategies used were successful. Thus, the science program will reflect professional development for the science faculty in the instruction of the science content, a science consultant to provide one-on-one teacher development, and intervention services for the students identified at the bottom third. It is our expectation that these practices will assist us in an increased performance on the state science test.

Professional development will continue to include reading comprehension strategies in content area and preparation for state assessments. Teachers of special needs and ELL students will participate in professional development activities, such as EX-CEL with Margarita Calderon. Lab site visits to network schools to observe master teachers will also be incorporated. Teachers are expected to write self reflecting summaries of these lab sites to their administrator and use them to instruct their next steps in their instructional program.

We will continue to provide Academic Intervention Services in order to accelerate achievement in Science and to help students with Exit Projects, While we are using Extended Day (37.5 minutes) to provide students with additional tutoring in preparation for the science state assessment we are in need of additional funding to initiate a Saturday Science Institute to prepare students for the state assessment.

Teachers will use the library and portable lab cart awarded our school through a RISO grant to support provide student's access to research sites on the web and science programs for research. While we have established libraries in each science classroom they will be expanded to include a wider range of titles that supports the sciences.

In order for I.S. 218 deepens its support of the ELL population; the following actions will be taken:

- Ensure that all special education and bilingual classes have lab classes in the science lab and/or use science equipment in the assigned science teacher's classroom; such as microscopes, and balances.
- Purchase science instructional material in the native language to support the instructional program.
- To create opportunities for ELLs to participate on trips relevant to the Science curriculum (Botanical Garden, Museum of Natural History)

Strategies and Activities for Improvement and /or Enrichment

Central to our goal and objectives is the use of an inquiry-based approach to science instruction as facilitated by the use of well equipped, and well-maintained science labs to deliver inquiry based instruction to all students. The use of FOSS science modules in the labs will foster inquiry-based instruction utilizing well-designed and nationally validated hands-on laboratory activities.

- Grades 6-8 will use the *Science Plus* instructional program, which is aligned with the middle school science performance standards as set forth by the New York State Core Curriculum.
- Students will participate in school-wide science research project using and applying the
- Scientific skills and concepts learned throughout the year. . Requiring exit projects on grade eight
- Inquiry based laboratory investigations using the America's Choice Workshop Model.
- Professional Development for all science teachers including special needs and ELL in data and *analysis* to improve and modify instructional practices. Also ongoing professional development will be provided to assist with the use of FOSS. Training will include the usage of materials, facilitating group activities using the modules, and lab safety.
- Establish Science committee (teachers, A.P, and external science specialist) to consultant and work together in the development, alignment, and creation of standards setting units of instruction.

Data derived from ELA and mathematics state assessments, our last Quality Review, Progress Reports, and faculty assessments have assisted us in determining our needs for 2010- 2011.

We have identified these challenges to our overall goal for improved student outcomes as follows:

1. Based on the state accountability report for science we met AYP for 2009-2010. As a sub group, our bilingual students' performance level was 52% between levels 2-4. General education students results, however, also shows students' performance level score at 52% between levels 2-4. A factor contributing to this result is the absence of a licensed bilingual science teacher who is "truly" bilingual and able to competently speak, read and write in both English and Spanish.

2. English Language Arts continues to be a major concern as students' performance results indicate a lack of growth in skill. On the Progress Report for 2009-10 the calculated score for student performance was 5.2 out of 25. This was a decrease due to the revised criteria for grading of the state exam. On this section of the report our grade was a 'D'. Literacy- which encompasses science and social studies- is an area that we are focusing on if students' progress results are to improve. We are, however, encouraged by the success of our science department in making annual yearly progress this past year.
3. The Quality Review report and the administration's assessment of faculty based on teacher observations and professional development reflections determined that a better understanding and use of data must be incorporated into our day-to-day instructional decisions and long term plans. Teachers must use data often to gain confidence in its use by understanding the information it provides.
4. Funding is needed for key staff (administrative assistant to the principal and a reading master teacher) to assist the administration in facilitating the plans for improvement in literacy.
5. Bilingual and special education students continue to lag behind the general population of the school in both science and literacy.

Trends we have identified and begun to address:

- A lack of writing ability across content areas and students' limited ability in vocabulary skills. While students' social speaking skills were proficient they are not proficient in writing, speaking and listening in academic language. This is an enormous undertaking as it will necessitate an additional instructional component and professional development to augment teacher's lesson plans.
- We did not meet t AYP in ELA. Based on the data we have concluded that some of our staff (ELA and social studies teachers) lacked the knowledge of planning and delivering standard based literacy lessons. To address this issue we began to focus on professional development for our staff in the content area of science.
- Consultants from Teaching Matters are working intensively with our ELA and Science staff to provide us with professional development. We purchased smart boards for every ELA, Science and some Social Studies classes. We are in the process of providing professional development for our staff in planning standard base social studies lesson incorporating technology.
- The 2D technology grant continues with two of our ELA teachers who are confident tech people participating. Students will be able to learn using different modalities and styles.
- The STEM program supports science teachers with professional development workshops in order to increase their knowledge and understanding of the content and their instructional skills. STEM will focus on providing professional development for our teachers in technology and as well as science.

- The RISO funds for this year will focus on upgrading our electrical circuits that will enhance the use of technology in our school, and allow for additional technology equipment to be used without causing power outages, etc. Additional lap tops(15 approximately) to support teachers using the Smart Board will be purchased..
- SBO was approved to use Mondays for Inquiry Teams. Extended Day will be facilitated on Tuesday, Wednesday, and Thursday from 2:45-3:17 which provides an intensive tutoring session for at risk students as well as enrichment classes.
- Supplemental Educational Service will impact on the achievement of our students. We have continued our collaboration with BELL as the school based tutorial provider. Their focus will continue to be improving our students' literacy skills and well as science. SES will also target the population that scored levels 1 and 2 on the math state test.

Significant accomplishments over the last two years:

- For the last three years we maintained a rating of 'proficient' on the DOE's Quality Review. In 2008-2009 we received an 'A' on the Progress Report. Following the grading criteria revision in June 2010 of the NYS assessments we received a passing grade of 'B' for the 2009-2010 school-year. We have made additional credit on the NYC Progress Report. We have made annual yearly progress as measured by the state.
- An increase on the NYSELAT scores of 'advanced' or 'proficient' for our English Language Learners (ELLs)
- Our parent participation on the SLT has been consistent, and since the start of the 2010-2011 school-year parents are logging on to the ARIS Parent Link at a higher percentage
- For the 2010-2011 school year, and in the 2009-2010 school year we had 100% highly qualified teachers
- Maintained "In Good Standing" identification in mathematics and science for 2009-2010. Made an increase in student achievement on the state's mathematics standardized assessment. Our students have made steady improvement in their skills and performance has increased on the state test and scored 60% in performance levels 3 – 4.
- Our graduation rate for 2009-2010 was over 98%
- Our attendance rate continues to remain at 95%.
- The Inquiry Team met its targeted goal last year; this year the faculty is actively participating in an Inquiry Team focus that is school-wide: writing across content areas.
- We have retained over 90% of our faculty
- We continue to encourage students by taking 25 of them on a College Tour to the Washington, DC area universities

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.

1. By June 2011, 5% of ELLs and/or Students with Disabilities not making acceptable gains, will demonstrate one-and-a half years of academic progress in ELA as measured by the 2010-11 Progress Report.

This goal is necessary as we continue to evidence slow academic growth for students identified as English language learners and students with disabilities. While the New York State English Language Arts assessment is inconclusive the preliminary results that was measured in identifying students as having “met promotional criteria” or “did not meet promotional criteria” reflects that the students who did not meet promotion and attending summer school are mostly ELLs.

- By June 2011, 25% of all students will increase comprehension of vocabulary words and phrases across the content areas as measured by the New York State assessment in English Language Arts.

The baseline assessment administered to students across content in October 2009 and again at the end of the school year in May 2010 reflects lack of ability by students to answer critical thinking questions due to their inability to comprehend academic words and phrases in text written at a higher academic level

- By June 2011, 50% of teachers in the English Language Arts and Social Studies departments will be developing, collaborating, and facilitating interdisciplinary lessons to better support students comprehension and reinforce background knowledge in both content areas
- By June 2011, 75% of teachers in all content areas will infuse technology (Smart Boards, sketch books, wikis, United Streaming, etc.) into their instructional program

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **Inquiry/Data**

<p>Annual Goal #1</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 5% of ELLs and/or Students with Disabilities not making acceptable gains, will demonstrate one-and-a half years of academic progress in ELA as measured by the 2010-11 Progress Report.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation</i></p>	<p>Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning. An ESL or reading teacher will be hired to</p>

<p><i>timelines.</i></p>	<p>support the intervention program for over-aged and long-term ELLs who have not made growth on the NYSELAT.</p> <p>Target Population: Teachers servicing Students with Disabilities(SWD) and ELLs and students in SWD and ELL sub groups</p> <p>Responsible Staff Members: Literacy Coach, Data Specialists, intervention teacher, principal, Network</p> <p>Implementation Timeline: September 2010 to May 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources: A combination of funding: Title I and Conceptual Consolidation funding along with other federal and local funds will be used as follows:</p> <ul style="list-style-type: none"> • Fair Student Funding – Tax Levy • Title I Funds • Title III <p>Funds will provide: a) supervisor per session (2 days per week) b) professional instructional materials to support interdisciplinary curriculum development during the regular school day c) teacher per session (2 days per week) for after school programs and differentiated professional development d) consumable instructional materials for use during extended day programs.</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>Indicator – September 2010: Initial assessment of teachers use of data – Acuity, NYS test scores, work evaluated through rubrics, teacher generated exams, student projects, class work will be prepared by administration.</p> <p>Projected Gains: A 4% increase in the use of ARIS at each Interim Progress Point</p> <p>First Semester (Beginning November 2010) – Teachers will share their Inquiry Team intervention focus and how they are monitoring students' progress based on data</p> <p>First Semester (Ending January 2011) – Reevaluate process for evaluating students using multiple data sources</p> <p>Second Semester (Beginning March 2011) -- Teachers will share intervention work they are doing with students in their inquiry focus and how they are following the progress</p>

	of the students Second Semester (Ending May 2011) – Reevaluation of the process of using multiple data sources to evaluate the students identified as part of their Inquiry Team focus.
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SECTION VI: ACTION PLAN

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

Instructional Support Services/All Students

Subject/Area (where relevant):

<p>Annual Goal # 2</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 25% of all students will increase comprehension of vocabulary words and phrases across the content areas as measured by the New York State assessment in English Language Arts.</p>
<p>Action Plan</p> <p><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>Professional Development: PD will be given in the following areas: Read 180 and Achieve 3000 (supplemental support) both of which are literacy programs with components built in to strengthen and enhance students' vocabulary acquisition.</p> <p>Target Population: Teachers of: English Language Arts(ELA), English as a Second Language(ESL), and Students with Disabilities(SWD) and all students</p> <p>Responsible Staff Member: Literacy Coach</p> <p>Implementation Timeline: September 2010 to June 2011</p> <p>Teachers will provide a variety of activities to engage students in vocabulary acquisition (synonym, antonyms, definition, parts of speech, use of dictionary and thesaurus, etc.).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Professional Development: PD will be given in the following areas: Read 180 and Achieve 3000 both of which are literacy programs with components built in to support the development of vocabulary acquisition.</p> <p>Target Population: Teachers of: English Language Arts(ELA), English as a Second Language(ESL), and Students with Disabilities(SWD) and all students</p> <p>Responsible Staff Member: Literacy Coach</p> <p>Implementation Timeline: September 2010 to June 2011</p>

<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Funding Sources: Combination of Title I and Conceptual Consolidation funding along with other federal and local funds as follows:</p> <ul style="list-style-type: none"> • Fair Student Funding – Tax Levy • Title I • NYSTL • Computer technology (lap top carts) • Title III <p>Funds will provide: a) instructional materials to support vocabulary lessons during classroom instruction and small group instruction for SETSS and ESL students b) teacher per session (2 days per week) for professional development c) consumable instructional materials for use during extended day programs.</p>
	<p>Indicator – In September 2010 teachers will administer an ELA baseline that will assist in determining students’ vocabulary strength based on total number of questions answered correct. Each periodic assessment will be used to determine students’ growth throughout the school year along with teacher made assessment (verbal and written).</p> <p>In June 2011 a second baseline will be administered to determine students’ final growth which should show an increase in total questions answered correctly.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): **Instructional Support**

<p>Annual Goal # 3</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 50% of teachers in the English Language Arts and Social Studies departments will be developing, collaborating, and facilitating interdisciplinary lessons to better support students writing ability in both content areas</p>
<p>Action Plan</p> <p><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>Professional Development: PD will be provided to ELA and Social Studies teachers on the Common Core Standards, as well as literacy skills and strategies to align the two content areas for interdisciplinary lessons.</p> <p>Target Population: Teachers of: English Language Arts and social studies</p> <p>Responsible Staff Member: Principal, Teaching Matters consultant, and network literacy specialists</p> <p>Implementation Timeline: September 2010 to May 2011</p> <p>Teachers will be provided with common planning periods in English and social studies. Staff development planned by instructional specialist (network and Teaching Matters consultant) will provide ongoing support to teachers in these areas: a) incorporating technology into lessons to extend comprehension, b) incorporating differentiation strategies into lessons, c) aligning the standards of the two</p>

	content areas
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Middle School Initiative • Sketch Pads for students' projects and group work • Computer technology (lap top carts for research) <p>Funds will provide: a) anchor text for teachers study group on interdisciplinary planning b) teacher per session (2 days per week) for professional development c) principals' per session as leader of study group</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>Indicator:</p> <ul style="list-style-type: none"> • Collection of lesson plans • Walk through observations of ELA and social studies classes by the principal • Discussion surrounding anchor text during study group\ • Teacher reflections • Collection of students' work: journals, projects, class work

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Technology

<p>Annual Goal # 4</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 75% of teachers in all content areas will infuse technology (Smart Boards, sketch books, wikis, United Streaming, graphing calculators, etc.) into their instructional program</p>
<p>Action Plan</p> <p><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>Professional Development: PD will be given in the following areas: Smart Boards, United Streaming, Sketch Pads, wikis, and twitter</p> <p>Target Population: All teachers in all content areas</p> <p>Responsible Staff Member: Technology Coordinator</p> <p>Implementation Timeline: September 2010 to May 2011</p> <p>Technology monitoring will include:</p> <ul style="list-style-type: none"> • Classroom log of computer use • Monitoring of lesson plans for inclusion of technology • Purchase of computer software in all content areas to enhance the facilitation of lessons and increase students’ interest and extend their comprehension of the topic
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Fair Student Funding – Tax Levy • C4E <p>Funds will provide: a) purchase of professional development for teachers b) teacher per session (2 days per week) for training c) purchase of technology equipment and software.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicator –</p> <ul style="list-style-type: none"> • Collection of lesson plans • Walk through observations of lesson facilitation by the principal • Teacher participation and response to training/implementation of skills learnt at training • Teacher reflections • Collection of students’ work: journals, projects, class work

- | | |
|--|---|
| | <ul style="list-style-type: none">• Teacher/student survey of technology use in class rooms in September 2010 and May 2011. |
|--|---|

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

Title I SINI Grant School Chart

Funding Period – September 1, 2010 to August 31, 2011

School DBN: 06M218 School Name: Intermediate School 218

Note: For below, your accountability phase, year, and category information can be found on column K on the 2010-2011 SINI schools spreadsheet. Your differentiated accountability can be found in column N.

Accountability Phase: Improvement Corrective Action Restructuring

Year in accountability phase: year 1 year 2 Advanced

Accountability Category: Basic Focused Comprehensive

Differentiated Accountability Intervention: SQR ESCA JIT Not Required

List all accountability measures (ELA, Mathematics, Science, Graduation Rate) identified for improvement. Include the grade level (Grades 3-8 and/or High School) and specific subgroups (All Students, Asian, Black, Hispanic, Native American, White, Multi-racial, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities) that did not make AYP. *Note: For below, your accountability measure and subgroups can be found in the columns noted below.*

1. (COLUMN P) ELA Restructuring(Adv) Comprehensive: All Students, Hispanic, Econ. Disadvantaged, LEP, SWD 2. (COLUMN _____) 3. (COLUMN _____) R) _____
4. _____ (COLUMN _____) S) _____
5. _____ (COLUMN _____) T) _____
6. _____ (COLUMN _____) U) _____

Describe each activity. Indicate whether the activity is for planning (P), conducting (C), or follow-up (F) of the DA intervention. If the activity is for follow-up/implementation, indicate the recommendation that it addresses. Indicate the cost and dates for each activity. *Note: Do not exceed the total cost allocated to your school found in column O.*

Activity to Address SINI Status	P	C	F	Cost	Dates of Activity
<p>Duration of Services: January – June 2011</p> <p>Program Description: 100% of two F status teacher’s (3 days each week) salaries will be funded with Title I funds in order to provide supplemental instruction and intervention support. Since the All Students group did not make AYP in ELA, our school recognizes a need to accelerate small group instruction in an effort to assist classroom instruction in literacy (English, Science, and Social Studies) in response to our state accountability report. Two supplemental teachers: one a special education teacher and one a reading teacher will provide guided instruction to focus on specific areas of instruction needed for students at level one and low level 2. In so doing, these teachers will support school-wide efforts to design differentiated lesson plans that address the needs of students in our targeted subgroups and are aligned to the</p>		X		32,000.00	1/2011 – 6/2011

<p>Scope and Sequence Curriculum and Core Curriculum. . He/she will participate in curriculum and team meetings in order to provide support and teacher awareness of students' growth in specific areas. This instructional plan will support students in our at risk subgroups including the All Students & Hispanic/Latino, SWDs and LEPs through the introduction of effective literacy skills to support reading in the content area, as well as writing which is our school wide focus.</p> <p>General Supplies</p>		X	3,000.00	1/11 – 6/11
<p>Total amount for this school:</p>			\$32,000.00	\$35,000.00

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

New York State Education Department
New York City Department of Education

SCHOOL RESTRUCTURING PLAN

FOR 2010-11 SCHOOL YEAR

Restructuring-Year 1 Schools: Identified in 2009-10 School Year (as Required Under NCLB Differentiated Accountability and Joint Intervention Team Review Findings)

NETWORK AND/OR DISTRICT:	CFN 308/06M218 _____
SCHOOL:	Intermediate School 218 _____

SIGNATURES

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>	<u>SIGNATURE</u>
SUPERINTENDENT	Martha Madera _____	_____
NETWORK LEADER	Kathy Pelles _____	_____

DATE(S) SUBMITTED/MODIFIED: January 7, 2011

PLAN OUTLINE

SECTION I: NETWORK AND/OR DISTRICT & SCHOOL INFORMATION

SECTION II: CERTIFICATION OF CONSULTATION

SECTION III: PROPOSED RESTRUCTURING OPTION

SECTION IV: EXECUTIVE SUMMARY

SECTION V: ANALYSIS OF THE SCHOOL'S INSTRUCTIONAL PROGRAM

SECTION VI: IMPLEMENTATION OF THE RESTRUCTURED INSTRUCTIONAL PORGRAM

SECTION VII: RESTRUCTURING OPTION 3 – CHANGE IN SCHOOL STRUCTURE/ORGANIZATION

SECTION VIII: TARGETED INTERVENTION

SECTION IX: PROFESSIONAL DEVELOPMENT

SECTION X: RESOURCE REALLOCATION

SECTION XI: NETWORK AND/OR DISTRICT MONITORING AND SUPPORT

SECTION XII: CENTRAL MONITORING AND SUPPORT

SECTION XIII: ASSESSMENT OF THE RESTRUCTURING PLAN

DIRECTIONS

SECTIONS I through VI and VIII through XIII must be completed for all Restructuring-Year 1 schools that underwent a Joint Intervention Team Review in the Spring 2010.

SECTION VII must be completed for Restructuring-Year-1 school that is recommended to implement a dramatic change in school structure and/or organization as required under **Restructuring Option 2**.

All School Restructuring Plans must be submitted for review and approval, as described in the attached ***Timeline of Activities for NCLB School Restructuring – 2010-11*** (Attachment 1), to the attention of:

Sarah Kleinhandler

Senior Director of School Improvement

Division of Portfolio Planning

New York City Department of Education

52 Chambers Street, Room 213

New York, NY 10007

SECTION I:

A. NETWORK AND/OR DISTRICT AND SCHOOL INFORMATION

CLUSTER	CFN 308	NETWORK LEADER:	Kathy Pelles
SUPERINTENDENT:		Martha Madera	
SCHOOL NETWORK AND/OR DISTRICT IMPROVEMENT LIAISON CONTACT PERSON:		Kathy Pelles	
PHONE NUMBER FOR CONTACT PERSON:	718-935-3668	FAX:	
E-MAIL ADDRESS OF CONTACT PERSON:		kpelles@schools.nyc.gov	
SCHOOL NAME:	The Salome Urena de Henriquez School	SCHOOL DBN NUMBER:	06M218
SCHOOL TYPE:	MIDDLE SCHOOL	CURRENT GRADE LEVELS:	6-8
SCHOOL ADDRESS:		4600 Broadway, New York, N.Y. 10040	
SCHOOL PHONE NUMBER:	212-567-2322	FAX:	212-569-7421
PRINCIPAL:	June Barnett		
UFT CHAPTER LEADER:	Joseph D'Urso		
PARENTS' ASSOCIATION PRESIDENT	Yvette Holquin		
SCHOOL LEADERSHIP TEAM CHAIRPERSON	June Barnett		

SECTION I:

B. SCHOOL IMPROVEMENT IDENTIFICATION

Note: Double click on the that is applicable to you, then choose check and will be checked as

NCLB/SED Status SINI Restructured

Area(s) of School Improvement Identification: Check all applicable grades, subjects, and subgroups:

Grade(s)/Subject(s):	Student Subgroups					
	Performance			Participation Rate		
<input type="checkbox"/> Elem/Middle Level English Language Arts	<input checked="" type="checkbox"/> All Students	<input type="checkbox"/> Eco. Disad.	<input checked="" type="checkbox"/> Hispanic	<input checked="" type="checkbox"/> All Students	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic
	<input type="checkbox"/> SWD ¹	<input type="checkbox"/> White	<input type="checkbox"/> Black	<input type="checkbox"/> SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black
	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.
<input type="checkbox"/> Elem/Middle Level Math	<input type="checkbox"/> All Students	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic	<input type="checkbox"/> All Students	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic
	<input type="checkbox"/> SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black	<input type="checkbox"/> SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black
	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.
<input type="checkbox"/> Elem/Middle Level Science	<input checked="" type="checkbox"/> All Students	<input type="checkbox"/> Eco. Disad.	<input checked="" type="checkbox"/> Hispanic			
	<input type="checkbox"/> SWD	<input type="checkbox"/> White	<input type="checkbox"/> Black			
	<input type="checkbox"/> LEP/ELL	<input type="checkbox"/> Am. Indian	<input type="checkbox"/> Asian/P.I.			
<input type="checkbox"/> Secondary Level English	<input type="checkbox"/> All Students	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic	<input type="checkbox"/> All Students	<input type="checkbox"/> Eco. Disad.	<input type="checkbox"/> Hispanic

	<input type="checkbox"/> SWD <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> LEP/ELL <input type="checkbox"/> Am. Indian <input type="checkbox"/> Asian/P.I.	<input type="checkbox"/> SWD <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> LEP/ELL <input type="checkbox"/> Am. Indian <input type="checkbox"/> Asian/P.I.
<input type="checkbox"/> Secondary Level Math	<input type="checkbox"/> All Students <input type="checkbox"/> Eco. Disad. <input type="checkbox"/> Hispanic <input type="checkbox"/> SWD <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> LEP/ELL <input type="checkbox"/> Am. Indian <input type="checkbox"/> Asian/P.I.	<input type="checkbox"/> All Students <input type="checkbox"/> Eco. Disad. <input type="checkbox"/> Hispanic <input type="checkbox"/> SWD <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> LEP/ELL <input type="checkbox"/> Am. Indian <input type="checkbox"/> Asian/P.I.
<input type="checkbox"/> Graduation Rate	<input type="checkbox"/> All Students <input type="checkbox"/> Eco. Disad. <input type="checkbox"/> Hispanic <input type="checkbox"/> SWD <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> LEP/ELL <input type="checkbox"/> Am. Indian <input type="checkbox"/> Asian/P.I.	
Totals	Total # of Student Subgroups Identified for Performance:	Total # of Student Subgroups Identified for Less than 95% Participation Rate:

SECTION II: CERTIFICATION OF CONSULTATION

By signing on this page, the persons listed verify that their constituency has had an opportunity to participate pursuant to Section 1116 (b) of the No Child Left Behind Act of 2001 in the development of the plan, and that they have been given an opportunity to review and comment on the School Restructuring Plan. **Signature on this page does not indicate endorsement or approval of the plan.** If any of the signatures asked for below are not included, the superintendent should attach an explanation of why the signature could not be secured.

School Restructuring Plan for: I.S. 218

Parents' Association President: Yvette Holquin

Print

Signature

**School Leadership Team
Chairperson:**

June Barnett

Print

Signature

Principal:

June Barnett

Print

Signature

SECTION III: PROPOSED RESTRUCTURING OPTION

Directions: Indicate below the restructuring option that is being proposed for the school.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Option 1: Continue implementation of current Restructuring Plan. (Attached plan) |
| <input type="checkbox"/> | Option 2: Continue implementation of the current Restructuring Plan with <u>modifications</u> recommended as a result of the review.(Make modifications on this template) |

SECTION IV: EXECUTIVE SUMMARY

Directions: The *Executive Summary* should provide a “snapshot” of the school and contain an accurate overview of the Network and/or district’s plans for restructuring the school. Your narrative must include the following:

- Contextual information about the school’s community and its unique/important characteristics;
- A summary of the Joint Intervention Team Review findings resulting from a comprehensive analysis of the school’s data;
- An overview of the proposed NCLB Restructuring Option;
- A description of focused Network and/or district selected and monitored intervention(s) to address the needs of specific subgroup(s) that have not met the Annual Measurable Objective (AMO), Safe Harbor target, and/or 95% participation rate requirement;
- An explanation of how the proposed Restructuring Option and other planned interventions will result in improved student achievement in the area(s) for which the school was identified for NCLB School Improvement.

Information about the school’s community and its unique/important characteristics:

Intermediate School 218 is housed in the Inwood/Washington Heights community of Northern Manhattan and consists of grades 6 – 8 in a campus building that houses two additional schools (I.S./H.S. 293 and M.S. 322). In addition to the three schools the community based organization – The Children’s Aid Society is housed on the campus and provides after-school programs, a wellness and mental health clinic, an orthodontic and dental center, and parent support services. The student population is predominantly Hispanic and their families come mostly from the Dominican Republic, Mexico, and Columbia.

The parents of our school speak Spanish predominantly and are in need of translation services both written and oral when communicating with school personnel. Students attending our school come from low income households with 98% of students qualifying for the free lunch program. There is a fairly large population of students identified as English Language Learners – 170 students are served in the English as a Second Language (ESL) program. The Special Education program supports 84 students who are in the following settings: 3 bilingual CTT classes, 2 monolingual CTT classes, 1 bilingual 12:1 and 1 bilingual 12:1:1, and SETSS.

While the academic gains were lagging prior to three years ago when Annual Yearly Progress (AYP) was not met consistently in Science, English, and Math over the last three years our school has made gains that reflect the changes being made in the instructional program. Today, our mathematics state scores have been consistent and AYP is consistently met. In the 2009-2010 school-year the Science Department met AYP. Thus, one of our school goals for the 2010-2011 school-year and beyond is to maintain AYP by following the instructional program set forth in our 2009-2010 SINI plan. While AYP was not met in English Language Arts our school did receive additional credit for some students' performance.

I.S. 218 is a community school that welcomes all students from the surrounding elementary schools through the articulation process. With the new Middle School Choice application process that elementary school students and their parents are now participating in it is hoped that the student population will begin to reflect students with abilities that exceed the historical student profile.

A summary of the Joint Intervention Team Review findings resulting from a comprehensive analysis of the school's data:

JOINT INTERVENTION TEAM OVERALL FINDING AND RECOMMENDATION

A. Overall Finding

The school has not made sufficient progress in identified areas and is unlikely to make AYP without further significant change.

B. Joint Intervention Team Recommendation

Develop and implement a new Restructuring Plan that includes significant changes in staff, organization, and/or configuration to address issues that continue to negatively impact student academic performance in identified areas.

C. Additional Information to Support the District in determining how the above recommendation should be accomplished.

Based on the above recommendations Network support is needed to:

Assist in the implementation of a cohesive instructional approach for ELA and science using data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students:

- conduct periodic reviews to ensure that the curriculum is being implemented with fidelity and rigor, has the intended impact on student achievement, and is modified if ineffective.
- Ensure all parent vacancies on School Leadership Team are filled so that a transparent, consensus-based decision-making process exists.
- Establish an interdisciplinary team with an ELL specialist, literacy specialist and special education specialist to provide professional development support and instructional guidance in meeting the needs of all students including Students with Disabilities and English Language Learners.

A description of focused Network and/or district selected and monitored intervention(s) to address the needs of specific subgroup(s) that have not met the Annual Measurable Objective (AMO), Safe Harbor target, and/or 95% participation rate requirement.

To support the school with meeting its Annual Measurable Objective Network 308 is focusing its work with the school in the following areas:

- instructional techniques in literacy skills and strategies for its teachers of English Language Arts, English as a Second Language, Science, and Social Studies.
- On-going work with teachers in the new Common Core Standards to ensure that lesson plans are meeting the new standards, and that reading skills and strategies are being implemented in teachers' mini lessons.
- Inter-visitations to lab sites are in place for science, social studies, and English so that teachers can participate in the observation and debriefing of master teachers in their content area.
- Network specialists in the areas of English, Science, Social Studies and Mathematics participate frequently in curriculum meetings and provide 'next steps' to the coach for further action.

An explanation of how the proposed Network and/or district selected and monitored intervention(s) and other planned interventions will result in improved student achievement in the area(s) for which the school was identified for NCLB School Improvement.

Through the Inquiry Process all teachers participate in the school-wide focus of writing which was a major area identified as in need of improvement on the New York state assessment. Through Inquiry Teams the Network will monitor the progress of students systematically by:

- Facilitating professional development workshops on the Inquiry Process that includes data collection and analysis
- Monitoring each teams activities on the Department’s ARIS system
- Participating in weekly Inquiry Team meetings
- Observation of classroom lessons
- Directing the administration, faculty and staff to specific workshops to support their professional skill set

SECTION V: IMPLEMENTATION OF THE RESTRUCTURED INSTRUCTIONAL PROGRAM

Directions: Delineate the school-based and Network and/or district improvement efforts that are going to address the recommendations made by the Joint Intervention Team. On the chart below, indicate the categorized recommendations for improvement resulting from the Joint Intervention Team Review and specific actions the school has taken, or will take to address each of the recommendations.

- Curriculum;
- Teaching and Learning;
- School Leadership;
- Infrastructure for Student Success;
- Collection Analysis and Utilization of Data;
- Professional Development; and
- Network and/or district Support

Recommendations	Actions/Strategies the school has taken, or plans to take, to address JIT review recommendations	Time Line
<u>Curriculum</u>	<p>In response to the JIT recommendations in this area the following has been put in place:</p> <ol style="list-style-type: none"> I. The school will continue to partner with Teaching Matters and receive instructional support from them in the facilitation of their Writing Matters literacy program for ELA. II. Units will be aligned to the Common Core Standards and will be fleshed out in detail prior to the start of each unit by the school’s literacy coach, Network’s literacy specialist, ELA teachers, and our Teaching Matters consultant. III. Following each curriculum departments work to develop their curriculum maps/unit maps, the school’s curriculum map will be published to identify for the school community our instructional goal for the year. IV. The science department will receive differentiated 	

	<p>workshops (individual and grade specific). Students with disabilities will be provided with text/materials that supports the instructional objective.</p> <p>V. All instruction will be monitored and observed periodically for standards, students' understanding, teacher facilitation and instructional goals by the administration and network specialists with feedback to support teacher's next steps.</p>	
<p><u>Teaching and Learning</u></p>	<p>I. Within the professional development menu the use of videos to support teachers awareness of their teaching footprint in the classroom and/or stop watches and timers to maintain time-on-task class activities will be introduced</p> <p>II. Professional development on questioning, teachers' ability to assess a lesson's effectiveness and the extent to which the instructional outcome has been achieved will be provided.</p> <p>III. Teachers of Special Education will participate in inter-class visitations and lab sites at network schools to support their development of instructional strategies</p> <p>IV. Project based/Inquiry learning projects in science and social studies to support students' use of higher order thinking skills that will be supported by Blooms Taxonomy will be used to extend students' ability to infer and question will be used extensively</p> <p>V. ENACT a behavior management/motivational consultant organization will provide professional development to support positive student/teacher interactions.</p>	
<p><u>School Leadership</u></p>	<p>I. The network director will support the administration in the following areas:</p> <p>i. Conducting periodic reviews to ensure the curriculum is being implemented</p> <p>ii. Follow-up with additional teacher observations to support unsatisfactory ratings</p> <p>iii. Assist with mentoring of new teachers and other teachers in need of support</p> <p>II. With assistance from the Parent Coordinator, Support the parent constituency of the SLT to ensure that all parent positions on the team are filled</p> <p>III. Coordinate Learning Walks to support teacher awareness of best practices</p> <p>IV. Coordinate a more specific Intervention Team to monitor at-risk</p>	

	students	
<u>Infrastructure for Student Success</u>	<p>I. Since the JIT visit the school’s LSO affiliation has been</p> <p>changed with Chancellor’s approval to better reflect the</p> <p>needs of the school. As such, service providers are now</p> <p>present at curriculum meetings and are leading the Inquiry</p> <p>Team process as support to our data specialist.</p> <p>II. Student discipline policy is in place and distributed to</p> <p>school community.</p> <p>III. The custodian’s rating has been submitted to reflect the</p> <p>three principals assessment of his performance. There is</p> <p>in place a Building Plan that reflects the needs of the</p> <p>building for this school year.</p>	
<u>Collection, Analysis, and Utilization of Data</u>	<p>I. Through the Inquiry Process all teachers participate in the school-wide focus of writing which was a major area identified as in</p> <p>need of improvement on the New York state assessment.</p> <p>Through Inquiry Teams the Network will monitor the progress of students systematically by:</p> <ul style="list-style-type: none"> - Facilitating professional development workshops on the Inquiry Process that includes data collection and analysis - Monitoring each teams activities on the Department’s ARIS system - Participating in weekly Inquiry Team meetings - Observation of classroom lessons - Directing the administration, faculty and staff to specific 	

	workshops to support their professional skill set	
<u>Professional Development</u>	<p>In response to the JIT recommendations the following actions will be taken to continue some initiatives previously started in this area and to begin certain new practices:</p> <p>Professional development will support teachers' growth on an individual basis and as a collaborative team. The literacy coach, lead teachers in science and mathematics will continue to meet with teachers weekly during department meetings and on professional periods to:</p> <ul style="list-style-type: none"> i. facilitate and 'roll-out' units of study ii. distributes materials and resources iii. provide team teaching opportunities, coaching/mentoring iv. opportunity for reflection v. prepare diagnostic assessments vi. assess students' work <p>Reflection sheets are completed at the end of each session and are kept by the coach to monitor teachers' needs and understanding, as well as determine 'next steps'.</p> <p>Teachers with specific needs or requests are given one-on-one professional development based on their request (formal request form) submitted to the coach.</p>	
<u>Network and/or district Support</u>	<p>Monitoring will be on-going as follows:</p> <ul style="list-style-type: none"> i. monthly walk throughs ii. review of observations iii. monthly review of ARIS for Inquiry Teams activities iv. students' growth via interim assessments 	

SECTION VII: – CHANGE IN SCHOOL STRUCTURE/ORGANIZATION

Directions: Respond to each question in both parts (A and B) of this section was a proposed Network and/or district selected and monitored intervention for the school.

SECTION VII: CHANGE IN SCHOOL STRUCTURE/ORGANIZATION

A. School Organization

1. Complete the chart below.

	Current School (2009-10)	Restructured School (2010-11)
Grades Served		
Number of Classes in Each Grade:		
Pre-K		
K		
1		
2		
3		
4		
5		

6	6	6
7	5	6
8	6	4
9		
10		
11		
12		
Number of Self-Contained Special Education Classes (For high schools: total number, in all subject areas, of special education self-contained classes)	6	7
Number of Bilingual Classes	5	5
Average Class Size	24	27
Building Utilization Rate	100%	100%
Number of Square Feet Per Student	44 sq. ft.	46 sq. ft.
Student Enrollment:		
Total Number of Students Served	375	370
Number of General Education Students	297	286
Number of Students with Disabilities		

(receiving IEP-mandated services)	78	84
Number of Students in General Education Classes Receiving IEP-mandated Services	4	4
Number of English Language Learners (ELL/LEP)	162	170
Number of Students Receiving ESL Services		
Number of ELL/LEP Students in Special Education (receiving IEP-mandated services)		45
Number of Recent Immigrants	12	7
Number/Percent of economically disadvantaged students (free lunch eligible)	96%	98%

SECTION VII: CHANGE IN SCHOOL STRUCTURE/ORGANIZATION

A. School Organization

2. Provide a description of how the restructured school will be organized (e.g., houses, academies, etc.) Explain how students will be programmed (e.g., block scheduling, self-contained, departmentalized, etc.). Explain special courses, themes, and special programs and indicate the grades and numbers of students to be served. Describe how English language learners and special education students will be provided with equal access to all of the above. Provide a sample of a typical student schedule.

Organizational Structure:

The school will be organized into teams across the grades (6 – 8) with an identified teacher as team leader for each team reporting to the principal successes and concerns. The team leader will be an effective person in the area of data who will be able to lead the teachers on the team through data disaggregation, on-going review of student work to inform their instruction, and monitoring of students identified as at-risk. Team leaders will be members of the cabinet and will participate in weekly meetings with the principal to communicate/exchange information, plan school wide instructional activities, and flesh out potential problems within the team structure.

Logs of the team leaders' work will be posted on-line for the school wide community to read and comment on as necessary. Full transparency will provide teachers with the understanding and security that the teachers are working together without any concern for a 'top down' organizational structure that may hinder honesty, cooperation, and honesty.

The number of students that will be served will be approximately 375 – 380 maximum across grades 6 – 8 in class rooms that will support a maximum of 25 students on average.

Programming:

As part of the suggested restructuring students will be programmed in block scheduling to reflect a concentrated period of time during which instruction will include all the components of the workshop model. Some benefits of block scheduling include the fact that teachers will now be able to:

1. Complete a lesson in its entirety without running out of time
2. Provide assistance with projects in support of our project based learning activities in science and social studies
3. Develop key concepts in full
4. Provide differentiated instruction through small groupings
5. Gather information during 'conferencing' with students
6. Allow for peer to peer learning
7. Examine and assess instructional practices
8. Gain feedback from students

An important determinant for block scheduling at I.S. 218 is the student/teacher relationship and the trust that will be nurtured with the extended time in the classroom. The JIT report noted that students did not seem motivated during some class visits. This format will allow students and teachers to develop positive relationships that will support their collaboration. With block scheduling we believe that our students will benefit from this concentrated period of time and students whose learning style may differ from others will be provided with the teacher now presenting the information in a different way. Finally, block scheduling allows for students to spend less time in transition or arrive late to class. Across the content, it will allow teachers to support students with meaningful vocabulary development and study, read alouds to support ELL students in literacy classes, quality time for independent work, and time at the end of class for student feedback and sharing.

English Language Learners and Special Education Students

ELLs and special education students via the block scheduling organization will receive additional time for work in literacy and mathematics through the Achieve 3000 supplementary literacy program and the ALEX supplementary mathematics program. Further, ESL and SETSS teachers will be able to push in and provide modified guided lessons that better supports the instruction that will be presented by the content teacher during the mini lesson.

Sample Schedule

Alternating Day Block Schedule – Student’s Schedule

TIME	PERIOD	MONDAY	TUESDAY/THURSDAY	WEDNESDAY/FRIDAY
7:45 – 8:05	ADVISORY	ADVISORY	ADVISORY	ADVISORY
8:10 – 8:55	1	Math	Math	Social Studies
9:00 – 9:45	2	Social Studies		
9:50 – 10:35	3	Science	Science	ELA
10:40 – 11:25	4	ELA		
11:25 – 11:50	L U N C H			
11:55 – 12:40	5	Visual Arts	Visual Arts	Cluster A
12:45 – 1:30	6	Cluster A		
1:35 – 2:20	7	Cluster B	Cluster B	Cluster C
2:25 – 3:10	8	Cluster C		
Cluster A	Physical Ed./Health/Spanish			
Cluster B	Visual Arts/Body Fitness/Chorus			
Cluster C	Spanish/Technology			

SECTION VIII: TARGETED INTERVENTION

Directions: Describe the targeted intervention(s) the Network and/or district will implement in the school 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.

SECTION IX: PROFESSIONAL DEVELOPMENT PLAN

Directions: Describe the professional development that will be provided for school staff to ensure effective implementation of the educational program in the restructured school. Be sure to address the following and the timeline:

- ❑ Identify the professional development that will be provided to staff prior to the start of the school year.
- ❑ Describe the differentiation of professional development appropriate to the areas of assignment and the needs of staff (e.g., staff new to the school and/or instructional assignment) addressing the identification areas/subgroups.
- ❑ Identify the specific professional development that will be provided to the school's supervisory/administrative/instructional leadership.
- ❑ Include a minimal introduction to your staff to the Common Core Standards.

- Block scheduling workshops will be facilitated in April/ May 2010 to explore the appropriate scheduling plan for the school. Teachers will be introduced to the various forms of block scheduling as well as design sample lesson plans that best support an 80 to 90 minute instructional block. Strategies to enhance active learners in a 90 minute block will include:
 - a) Socratic Seminar
 - b) Concept Development Model
- Literacy (English Language Arts, social studies and science) continues to be the area of major concern. Workshops on modifying ELA lessons to support ESL students will be presented. Additional workshops to support comprehension and deepen meaning for second language learners will also be provided. Additional workshops on Blooms Taxonomy, writing and speaking in academic language, developing skills to support bilingual students preparing for the NYSELAT
- The administrative team will receive professional development in the following areas:
 - a) assessing teacher productivity through student data
 - b) developing teacher based initiatives in leadership
- Workshops on the Common Core Standards will continue to be presented to teachers in the 2011-2012 school year. The process of identifying the standards and the implication for instruction was previously facilitated to teachers, and will continue.
- Newly hired special education teachers presently in their first year will receive training to ensure their understanding of:
 - a) team teaching models
 - b) integrated lesson planning
 - c) preparation of IEPs
 - d) understanding of the state mandates for special education

SECTION X: RESOURCE REALLOCATION

Directions: On the chart below, identify the specific resources, including funding source and dollar amount, which will be reallocated by the school Network and/or district to support implementation of the restructuring plan. Identify the additional funding that will be made available to ensure the school has: reasonable class sizes; sufficient number of experienced supervisory/administrative staff to oversee school improvement efforts; and enough teaching staff to provide for either: common planning time, permanent substitutes, and/or an on-site Teacher Center to ensure sufficient support for professional development. (Insert additional rows as needed.)

Funding Source (e.g., Tax Levy, Title I, etc.)	Current Allocation to the School (SY' 2010-11)	Additional Funding (or Other Resources) to be Allocated to the School for the 2010-11 School	Specific Use of Additional Funds/Resources in Support of the School
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		Year	

SECTION XI: NETWORK AND/OR DISTRICT SUPPORT FOR THE RESTRUCTURING PLAN

Directions: Describe the types of monitoring and technical support that will be provided by the Network and/or district to ensure effective implementation of the restructuring plan. Include a timeline for these activities, including the frequency of such activities, and on-site visitations. Identify the specific support to be provided in the areas of leadership, instruction, professional development, student support services, parent involvement, and use of technology. Specify the members of the Network and/or district/ team that will provide direct support and oversight.

To be completed by Network/District

SECTION XII: CENTRAL SUPPORT FOR THE RESTRUCTURING PLAN (To be completed by the Central DOE)

Directions: Describe how the Central DOE will provide oversight and support for Network and/or district restructuring interventions.

Describe how the assigned SDIL will collaborate with network leader and the technical assistance that will be rendered to the school.

To be completed by Central

SECTION XIII: ASSESSMENT OF THE RESTRUCTURING PLAN

Directions: Identify how the Central DOE, the Network and/or district, the Principal, and the School Leadership Team will regularly assess the success of the school in the effective implementation of the restructuring plan.

The Restructuring Plan will be assessed on-going as follows:

- SLT to focus monthly on an area in the plan with data to support their review
- Principal and Network consultants will facilitate regular classroom visits to assess teacher facilitation and alignment of instruction to the standards
- Interim assessments will be used to determine students' progress
- Inquiry Team will use student work to determine if skills and strategies are effecting student growth
- Monthly review of minutes and agendas for Instructional Team meetings, Inquiry Team Meetings, Curriculum Meetings
- Central's Progress Report along with NYS assessment results to determine students' passing rate
- Review of IEPs and NYSAA Data folios
- Teacher exit slips following professional development workshops
- Environmental Surveys, Parent Surveys, Teacher Surveys

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

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

FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL

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	15	10	10	15	2	0	2	0
7	15	10	3	0	3	0	1	0
8	15	10	15	5	2	0	1	0

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

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

Part B. Description of Academic Intervention Services

<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>Master teacher is assigned to AIS for literacy. Along with Acuity results additional assessments used include DRA, WRAP, and running records to determine students’ areas for improvement. Instruction is facilitated in small groups during the school day and extended day.</p>
<p>Mathematics:</p>	<p>Teacher with strong mathematics background is assigned to AIS. Schedule reflects small group instruction throughout the school day and during extended day that begins daily at 8:00 a.m. Materials used for assessment include Acuity, teacher made test and quizzes, and manipulative.</p>
<p>Science:</p>	<p>Science teachers will facilitate tutoring for students recommended by class teacher during the extended day. This will be determined by class work, test and quizzes.</p>
<p>Social Studies:</p>	<p>Strategies used in English Language Arts are the same as those used in social studies, As such, during ELA intervention tutoring students will be supported in social studies by the use of social studies materials</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Mandated counseling is provided by the guidance counselor on a schedule as prescribed by student’s IEP. Non special education students are also seen based on specific occurrences that may warrant counseling on a short term basis.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Services provided by the school psychologist that is assigned to our school as an additional staff psychologist following a recommendation from the Pupil Personnel Team and students’ IEP.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Students will work with our in-house social worker</p>

At-risk Health-related Services:

At risk health related services is also provided by CAS through a partnership with the school. They are a recognized school clinic contracted by the city and state.

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

NCLB/SED requirement for all schools

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

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

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

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

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

- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

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

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Language Allocation Policy (LAP)

Implementing Recommendation IV

I. Language Allocation Policy Team Members

June Barnett, Principal, Ana Paulino, Parent Coordinator, Lisa Dutchover, ESL Teacher, Sarah Polanco NLA Teacher, Alexandra Nunez, Science Teacher

II. Teacher Qualifications

At IS 218, there are six certified ESL (English as a Second Language) teachers, five certified bilingual teachers, one certified NLA teacher, two certified Content Area teachers with bilingual extensions, and two certified Special Education Teachers with bilingual extensions.

III. Student Demographics

- Total # of students in school: 363
- Total # of ELLs (English Language Learners): 170
- Percent of Student population that is ELL: 40%

I.S. 218 provides a Transitional Bilingual Education program for its 100 Spanish speaking ELL students and a Free-Standing ESL program for ELLs whom parents selected the ESL program.

- Three self-contained bilingual classes for Spanish-speaking ELLs, one in each grade 6, 7, and 8 (each class has between 25 to 30 students)
- Two bilingual Special Education classes, one in grade 6 and the other in a bridge class for grades 7 and 8 (each class has 12 students)
- Each bilingual class utilizes differentiated instruction to enhance literacy language skills. (Whole group, small group and individual approach)
- Instruction is provided in two languages: the language spoken at home, Spanish, and English.
- Instruction is fully aligned with New York City's Language Allocation Policy. In the beginning stages of English language development, the Spanish to English ratio is 60:40, as the students develop fluency at intermediate level, it is 50:50, and for the advanced level, instruction time in English increases to 25:75 for the advanced level.

ESL Program:

- General education classes with certified ESL teacher, who provides language instruction using ESL methodologies.
- Students whose parents selected the ESL program received the following services:
- Self-contained ESL, in which a certified ESL teacher provides language instruction using ESL methodologies together with a certified ELA teacher. Classes will follow a CTT Model. Such services will target students at the intermediate and advanced levels.
- ESL instruction will utilize the READ 180 computer-based reading program. The program provides rigorous instruction in order to build students' fluency, word level skills, comprehension and vocabulary acquisition. In addition, the data collected from the bi-monthly assessments monitor reading proficiency and facilitate the creation of instructional plans for whole-class and small group instruction.

Number of student by Grade in Each Language Group

Spanish 6 th grade: 52	7 th grade: 58	8 th grade: 69
Russian 6 th grade: 1	7 th grade: 0	8 th grade: 0

Parent Choice

What structures are in place at your school to ensure that parents understand all three program choices?

Our school provides parents with an initial orientation meeting where they are informed of the programs and choices available. This information is given in their native language. The information is given in oral, written and video form. Subsequent to the orientation meeting, there are follow-up meetings to assure that parents have understood all program choices, and to answer any lingering questions that they may have throughout the school year.

Are the programs offered at your school aligned with what parents have been requesting?

As noted above, the parents have requested the TBE and the ESL programs, which are currently in place at 218.

What is the trend in program choices that parents have been requesting for the past few years?

Trend in program choices:

IS 218 offers both Bilingual and English as a Second Language programs for students in grades 6-8. The Parent Survey and Program Selection forms reveal an interest on the part of parents to have their students placed in one of the two programs. Approximately 25% of parents request that their children be placed in our bilingual program and 75% of parents request that students be placed in an ESL programs.

On occasion, parents indicate preference for a Dual Language Program (DLP) as it allows students to build deep literacy skills in both languages. Although the school supports the idea of a Dual Language program, such a program is not available at IS 218. In order for the school to effectively implement a Dual Language program, we would need elementary feeder schools to provide students with a DLP that can be continued at the middle school level.

Part A:

What is revealed by the Data patterns across proficiency levels and grades?

IS 218 looks closely at the NYSESLAT, the Periodic Assessment, ELE native language assessment and student work to analyze patterns in proficiency across language levels. An evaluation of these assessments over 2007-2008 has revealed the following trends:

Beginners: Demonstrates low levels of proficiency across all domains.

Intermediate: Sustained increase in listening and speaking. Reading comprehension increased in domain of retrieval; however lags remained in broad understanding and reflection as well as vocabulary. Writing lacks awareness of tools and organizing strategies of genre. Evidence of growth in organizational structure and discipline-specific vocabulary. Grammar still impedes understanding and coherence.

Advanced: Increasing proficiency in listening and speaking. Reading comprehension increased for retrieval, but needs support in broad understanding and reflection. Improved writing but support needed in sustaining and supporting a controlling idea, academic signal words and grammar to reach proficiency.

IV. Assessment Analysis

Analysis of LAB-R and NYSESLAT results for the school (use the ATS Roster exam report for your school for this information).

Number of those scoring at the Beginners (B) level:

6th grade: 23 7th grade: 22 8th grade: 25

Number of those scoring at the Intermediate I level:

6th grade: 16 7th grade: 8 8th grade: 23

Number of those scoring at the Advanced (A) level:

6th grade: 16 7th grade: 26 8th grade: 24

How will patterns across the four modalities, listening, speaking, reading and writing affect instructional decisions?

IS 218 has aligned its professional development and instructional focus for 2010-2011 to respond to the trends that are evident in the data.

- All ELA and ESL teachers have received training in the Scholastic Reading Inventory. They will conduct a thorough assessment of each student in order to ascertain strengths and challenges for each student in regard to reading comprehension, fluency and independent reading level. This is conducted three times a year to compare progress and measure growth. The assessment and subsequent development of student profiles supports teachers in the effort to differentiate instruction for each student. Along with the periodic assessments, this data helps teachers to target classroom instruction that extends comprehension beyond retell and retrieval toward critical thinking.
- The ELA and ESL departments use curriculum and receive professional development from READ 180 program. The instructional approach shows respect for the struggling reader by presenting age-appropriate materials at multiple reading levels. This curricular approach benefits ELLs because lesson structures support an apprentice approach where teachers explicitly model skills/strategies or writing craft and the work period provides students with an opportunity to practice and internalize the skills. Furthermore, the READ 180 curriculum includes lessons in listening and speaking. Written products are preceded by oral presentations of content that help students organize their thinking and strengthen speaking skills. Similarly, teachers are exposed to read-aloud, across genre, which provide opportunities to more formally assess listening skills.
- Furthermore, common planning sessions include both ELA and ESL teachers to support the instruction of language and content simultaneously in all classrooms.
- We understand that academic vocabulary is one of the largest impediments to comprehension and effective academic writing for ELLs. Professional development in 2009-2010 focuses on strengthening the school's approach to vocabulary so that it is systematic, predictable and centered on discipline-based concepts that help deepen and extend understanding.
- Professional development in language acquisition practices is provided for content area teachers in late August. These essential instructional practices will be encouraged and supported through follow-up sessions and class visits throughout the year. The sessions focus on language acquisition across all four modalities.
- We have targeted professional development in second language acquisition and differentiated instruction. All aspects of differentiating instruction for ELLs will be explored during our ongoing curriculum planning meetings. Our focus is to ensure that children continue to move through the language continuum and instruction is adjusted to meet their linguistic needs as they acquire academic content.

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?

Students in all grades are strongest in speaking while the greatest deficiencies exist in reading and writing. Listening remains deficient especially for our new arrivals. The most significant deficiency exists in writing for all students. Through this data analysis, we have designed a rigorous program/curriculum with particular emphasis in the content areas because the lack of background knowledge and content vocabulary contributes to the challenges our ELLs face in reading, writing and other content areas.

After analyzing the data we found the following pattern among our ELLs:

- NYSESLAT speaking and listening scores are high.
- NYSESLAT reading and writing scores are low.
- Most students remained at the same NYSESLAT level for three years.
- ELA proficiencies range from 1.81 to 2.92.

Describe how the school leadership does and teachers are using the results of the ELL Interim Assessments?

IS 218 utilizes several resources for data to inform instruction in classrooms with ELLs. We use the Periodic Assessment for ELLs, which is given two times during the school year. Each Assessment consists of 30 multiple choice questions and takes 45 minutes to administer. These two assessments are designed to measure students' progress toward English Proficiency and provide teachers with detailed information about their students' strengths and weaknesses. Teachers find these assessments extremely helpful and utilize them as a guide to plan differentiated instruction. The assessment is aligned to both the NY State ESL and ELA standards.

NYSESLAT, ELE native language assessments and regular analysis of student work to guide instructional practice. ELA and ESL teachers participate in a weekly 'grade conference' meeting. In these meetings, teachers and team leaders discuss and analyze data in order to set and monitor instructional goals. Following school-wide assessments, meeting time is spent identifying grade-wide trends as well as individual class trends. As a department, participants discuss strategies that can be used to target the skills with which students struggle.

In addition, meeting time is spent analyzing student work associated with each unit of study. This process gives teachers insight into the impact of instruction on individual student performance. Similarly, teachers work together to identify trends and brainstorm approaches or strategies that can be implemented to strengthen student performance in the future.

What are the implications for the school's LAP instruction? How is the Native Language used?

The native language is used to support the ELLs' instruction. The Native Language Arts curriculum follows the balanced literacy model while keeping in mind the students' varying levels. Native Language Arts is of paramount importance for our ELLs, as research shows that strong literacy in the native language will facilitate transition into English literacy. Instruction is provided in the students' native language with intensive support in English ESL. Our Transitional Bilingual Program allows students to develop skills in speaking, reading, listening and writing. Native Language Arts provides an opportunity for the student to

develop communication skills in the home language and to appreciate their own history and culture. Classroom libraries are organized by language and instructional levels. Academic language is evident in the classroom. Teachers have been asked to include and highlight their Language Objectives in all lessons.

Students participate in either a Transitional Bilingual or an ESL program. In the bilingual program native language (Spanish) is the medium of instruction 60% of the time and English 40% of instructional time (this balance shifts with student's proficiency). The instructional goals in both the bilingual and ESL programs are standards-based and grounded in the workshop model approach. In the monolingual setting, the native language is used by students, depending on proficiency, in order to make sense of new concepts and material. For instance, there are occasions when students are working in groups or need clarification, that Spanish is used by peers or by the teacher (if the teacher speaks Spanish). All whole class speaking and writing takes place in English including presentations or written products. The native language is used to facilitate the transfer of ideas from L1 to L2 or to clarify connections to new concepts.

Instructional Program Component for ELLs, grades K-8

To support our ELLs and SIFE (Students with Interrupted Formal Education) on each grade, a need for closer guided instruction was evident. Thus, our Instructional Team researched intervention programs and decided upon Scholastic's Read 180 program which is a research-based literacy computer program designed to meet the needs of students whose reading achievement falls below proficient levels. This program enables students to receive small group intervention during literacy instruction. The model calls for three groups of ten students (or less) to receive a 20 minute rotation of instruction in vocabulary development, reading comprehension and independent computer instruction based on students' independent level. Added to this is a 30 minute writing workshop that together with the other rotations provides a daily literacy instructional block of 90 minutes. Students whose parents selected the free Standing ESL were placed in self contained CTT classes with two teachers certified in ESL and ELA. All other content area teachers assigned to the classes are assisted in the classroom by the ESL teacher who provides modifications for the lessons and works with targeted students during these content area classes (science, math and social studies).

Small group intervention is provided by the NLA teacher to the SIFE students daily, for 45-90 minutes, during which instruction is facilitated through thematic units in the content areas of English, Science and Social Studies. Lessons are prepared in cooperation with the content area teacher in order to provide instruction that connects to the lesson taught by the content teacher during whole class instruction.

Several other assessments were utilized to determine students' initial proficiency and to track progress throughout the year, including Read 180 assessments, the Interim and Acuity assessments, running records, and other teacher-created assessments. After careful consideration, the I. T. created a goal for the target population that by June 2011, 80% of the students would show growth in the comprehension sub-skill of determining cause and effect.

Additional support is provided to the I. T. through extended day sessions in the morning as well as at an afterschool program. Together with their ESL teacher, students work on improving literacy and language skills. Special emphasis is placed on reading strategies, writing skills, and critical thinking. In addition, students aim to improve performance in all modalities of language including speaking and listening. Each student is looked at individually and holistically, and strengths were drawn upon to improve weaknesses.

VII. Program Model Descriptions

Based on your school analysis:

IS 218 provides a Transitional Bilingual Education Program for its 170 Spanish speaking ELL students and a Free-Standing ESL program for ELLs whom parents selected that program.

- There are three bilingual classes for Spanish-speaking ELLs, one in each grade 6-8 (each class has 24-30 students).
- Two bilingual special education classes one in grade 6th and the other one in grade seven (each class has 12 students).
- Instruction is provided in two languages: Spanish and English.
- Instruction is fully aligned with New York City's Language Allocation policy.
 - 60% Native Language 40% English instruction at the Beginner Level
 - 50% Native Language 50% English instruction at the Intermediate Level
 - 25% Native Language 75% English instruction at the Advanced Level
- NLA/ESL instruction is rigorous, aligned to standards and develops all four language skills: listening, speaking, reading and writing.
- Instruction is taught using the balanced literacy model
- Every teacher of ELLs participate in the intensive Ex-CELL Vocabulary training.
- Teachers of ELLs meet weekly as a team during Team Meetings.
- Literacy Coach and Bilingual Coordinator meet with ELLs' teachers during Curriculum Planning meetings one period a week to provide support and encourage partnership between ELA and ESL.

English as a Second Language Program

Students whose parents have selected the ESL program received the following services:

- Team Teaching Instruction using Read 180, a Computer based intervention program designed to meet the needs of students whose reading achievement is below the proficient level.
- ESL certified teachers provide language instruction using ESL methodologies (CTT model). ESL instruction is enhanced through the use of several types of instructional scaffolding techniques (i.e. modeling, bridging, contextualization, schema building, text representation and meta-cognitive development)
- The ELA and ESL teachers have common planning periods to coordinate the ELA and ESL lessons on a weekly basis.
- Students receive the required amount of ESL instruction.

- Students at the beginning and Intermediate level receive 2 units of ESL or 360 minutes a week as per CR Part 154, Advanced received 1 unit of ESL or 180 minutes a week
- ESL instruction is aligned to the NYS Learning Standards for English as a Second Language
- ESL instruction is provided by fully certified ESL teachers

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1) (a)

Region: 10 **CSD:** 06 **School Building:** 218M **Grade Level(s):** 6 - 8

Number of Students to be served: 183 **LEP:** X **Non-LEP:** __

Number of Teachers: 5 **Other Staff (Specify):** 1 Literacy Coach, Principal, Network Consultant (CFN 308)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

Language Instruction Program

Intermediate School 218 is located in the Washington Heights section of New York City, and is a community comprised in the majority of immigrants from the Dominican Republic. More than 96% of our students' house hold have single parents who are identified as blue collar workers that live below the poverty line, and whose children qualify for free lunch.

Since undergoing restructuring I.S. 218 is now a small school of approximately 363 students. Housed in its building are two other schools: M.S. 322 and M.S. 293 that serve grades 6-8. Approximately 180 students are identified as Limited English Proficiency (LEP). For the 2009-2010 school year, five faculty members will be state certified in bilingual education to service these students.

I.S. 218 provides a Transitional Bilingual Education program for its 100 Spanish speaking ELL students and a Free-Standing ESL program for ELLs whom parents selected the ESL program. Three self-contained bilingual classes for Spanish-speaking ELLs, one in each grade 6, 7, and 8 (each class has between 25 to 30 students)

Two bilingual Special Education classes, one in grade 6 and the other in a bridge class for grades 7 and 8 (each class has 12 students.) Each bilingual class utilizes differentiated instruction to enhance literacy language skills. (Whole group, small group and individual approach.) Instruction is provided in two languages: the language spoken at home, Spanish, and English.

Instruction is fully aligned with New York City's Language Allocation Policy. In the beginning stages of English language development, the Spanish to English ratio is 60:40, as the students develop fluency at intermediate level, it is 50:50, and for the advanced level, instruction time in English increases to 25:75 for the advanced level.

Title III Instructional Program:

Program #1: After-School English as a Second Language Support through Literacy

Program Description: ESL and Bilingual Licensed Teachers will give additional support to intermediate students, as determined by the NYSESLAT. The focus will be on differentiated instruction in literacy to improve the English language for the targeted group.

Number of Teachers: five teachers

Number of Students in Each Group: 15 times 5 groups = 75 students

Dates and Frequency 20 weeks x 6 hours a week (2 hours a day for 3 days a week) x 5 teachers (X \$46.16 per hour) = \$28,200

Materials: Guided reading materials for literacy circles, word study, etc.

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.

Professional Development Program

- Five 50 minutes professional development sessions will be devoted to ELL services: “What is Part 154?” What are the instructional implications for classroom teachers?
- “Differentiated Instruction Best ESL Practices”
- “Data driven Instruction – NYSESLAT”
- “How to plan language and content instruction for second language learners – Reflections”
- All teachers serving ELLs across the core contents will be encouraged to participate in ELL professional development offerings

Section I. Student and School Information

Grade Level(s) 6-8 Number of Students to be Served: 170 LEP _____ Non-LEP _____

Number of Teachers 5 Other Staff (Specify) Literacy Coach

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.

Intermediate School 218 is located in the Washington Heights section of New York City, and is a community comprised in the majority of immigrants from the Dominican Republic. More than 90% of our students' house hold have single parents who are identified as blue collar workers that live below the poverty line, and whose children qualify for free lunch.

Since undergoing its fifth restructuring in September 2006, I.S. 218 is now a small school of approximately 363 students. Housed in its building are two other schools: M.S. 322 and M.S. 293 that serve grades 6-8. Approximately 180 students are identified as Limited English Proficiency (LEP). For the 2010-2011 school year, five faculty members will be state certified in bilingual education to service these students. I.S. 218 provides a Transitional Bilingual Education program for its 100 Spanish speaking ELL students and a Free-Standing ESL program for ELLs whom parents selected the ESL program. Three self-contained bilingual classes for Spanish-speaking ELLs, one in each grade 6, 7, and 8 (each class has between 25 to 30 students)

Two bilingual Special Education classes, one in grade 6 and the other in a bridge class for grades 7 and 8 (each class has 12 students.) Each bilingual class utilizes differentiated instruction to enhance literacy language skills. (Whole and small groups, and one-on-one.) Instruction is provided in two languages: the language spoken at home -Spanish, and English.

Instruction is fully aligned with New York City's Language Allocation Policy. In the beginning stages of English language development, the Spanish to English ratio is 60:40, as the students develop fluency at intermediate level, it is 50:50, and for the advanced level, instruction time in English increases to 25:75 for the advanced level.

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

Section III. Title III Budget

School: 06M218 BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	
Supplies and materials - Must be supplemental.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)

- Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)	(e.g., \$2,000)	2 Rosetta Stone language development software packages for after-school program
Travel		
Other		
TOTAL		

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

NCLB/SED requirement for all schools

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

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

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

Section I. Student and School Information.

Grade Level(s) 6-8

Number of Students to be Served:

LEP 60

Non-LEP _____

Number of Teachers 4

Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

School Description:

Intermediate School 218 is located in the Washington Heights section of New York City, and is a community comprised in the majority of immigrants from the Dominican Republic. More than 90% of our students' house hold have single parents who are identified as blue collar workers that live below the poverty line, and whose children qualify for free lunch.

Since undergoing its second restructuring in September 2006, I.S. 218 is now a small school of approximately 370 students. Housed in its building are two other schools: M.S. 322 and M.S. 293 that serve grades 6 – 8. Approximately 160 students are identified as Limited English Proficiency (LEP). For the 2009-2010 school year we will have in place four faculty members that are state certified in bilingual and ESL education to service these students.

Title III Instructional Program

This school year (2010-2011) there will be three different tutorial programs that will be provided to our students:

Program #1: Identified students who will be administered the NYSESLAT assessment will be provided with

Saturday Test Prep from 9:30 a.m. to 12:30 p.m. beginning February 12, 2011 through the end of May for approximately 18 Saturdays. These sessions will be facilitated by three (3) certified ESL teachers and will focus on the exam's four components: writing, listening, reading, and speaking.

In keeping with our school wide focus students will also receive instruction in writing across the content area which is one of our identified areas in literacy needing support. There will be one group on each grade consisting of 10 students. Materials for the tutorial will include Achieve 3000 purchased several years earlier for the Bilingual department, as well as NYSESLAT test prep materials. The program will be supervised by the school administrator at no cost to the program's budget.

Program #2: ELL Students identified to take the NYS English Language Arts assessment will be provided small group tutorials in an after school program that will occur on Mondays and Tuesdays between the hours of 3:00 p.m. and 5:00 p.m. There will be three (3) groups consisting of 10 students that will be taught by certified ESL/Bilingual teachers. The program will begin February 2011 and end May 2011. Students will be tutored in the areas needing support as indicated by their Acuity scores and the baseline assessment that was given at the start of the school year. The materials for the program will include non-fiction text taken from the Achieve 3000 program, test prep books from Curriculum Associates and writing responses for comparative essays; including writing across content areas. The program will be supervised by the school administrator at no cost to the program's budget.

Number of Teachers: six teachers

Number of Students in Each Group: 10 times 6 groups = 60 students

Dates and Frequency 23 weeks x 5 hours a week (3 hours a day for 3 days a week) x 6 teachers

(X \$49.89 per hour) = \$ 18,360.00

Materials: Curriculum Associated test prep materials, NYSESLAT test prep workbooks, Achieve 3000, word study, etc.

Professional Development Program

□ Teachers will participate in SIOP workshops that will be provided at our school. In addition to the above bilingual teachers will attend BETA workshops focusing on literacy for ELLs. We will continue to receive professional development from Achieve 3000 consultants in support of this

school wide program. In-house workshops on strategies to support vocabulary development and writing across content areas will be provided by the network consultants. Other workshops will include: Vocabulary across content areas, Teaching ELLs Mathematics,

Parent Involvement

Parents and members of our external community will be provided with English as a Second Language class, as well as computer literacy class to support their further development and/or command of the English language. The computer class will be taught by a certified teacher of technology and the ESL class will be taught by a certified ESL teacher. The program will begin at 9:30 a.m. and end at 1:00 p.m. for 12 Saturdays. The computer class will provide support to the parents and community adults who would like to develop a resume that may support them in their job search. The additional goal of the computer class is to provide beginner instructions to adults who will be introduced to the computer for the first time and learn how to create and send emails with attachments, create a document, and develop their resume for submission to potential employment firms.

Dates/Frequency: Every Saturday for Twelve Weeks x 2 hours

Number of Teachers: 1 Bilingual licensed teacher and 1 bilingual computer teacher

Additional workshops for parents will be presented monthly on:

- Literacy at Home: Strategies and Ideas to Work With Your Child
- The Immigration Process: Knowing Your Rights
- What Parents of Bilingual Special Education Students Must Know
- Protecting Your Child from Cyber bullying
- Getting Your child Ready for the NYS ELA and NYSESLAT Exams

Section III. Title III Budget

TEMPLATE - MAY 2010

School: 06M218

BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$20,556.00	<input type="checkbox"/> After School Per session for the after school program 20 weeks x 2 hours a week (2 hours a day for 2 days a week) x 4 teachers x (\$49.89 per hour) = \$18,360.00 Professional Development ESL Coaching in Literacy Dates/Frequency: Twice each month for 6 months Prof. Dev. for ESL staff by Network Consultant and literacy coach for 6 months x 1 hour x teachers (4teachers) x \$49.89 = \$998.00 Parents Workshop ESL/Technology Every Saturday for Twelve Weeks x 2 hours x 1 teacher = (24 hours x \$49.89.00) = \$1,198.00

Purchased services - High quality staff and curriculum development contracts		<input type="checkbox"/>
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.		<input type="checkbox"/>
Educational Software (Object Code 199)	\$8,150.00	<input type="checkbox"/> <i>Spark3000</i> site License for up to 100 students 1 day Professional Development
Travel		<input type="checkbox"/>
Other		<input type="checkbox"/>
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

During one of the first Parent Association meetings and Parent Orientation for the New School Year the Parent Coordinator will distribute a survey regarding parents preferred language for communication with the school. In addition to the above, at registration for ESL students the Home Language Survey will provide additional information from parents to assist in determining the language and means of communication preferred by the parents.

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

At the Parent's Association meeting in November the assessment that was compiled from the October PA meeting will be reviewed. The minutes reviewing the October meeting will be read at the November meeting where the information will again be presented for parents not present in October.

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.

The data and method used to assess our school's written translation and oral interpretation needs was the Parent Surveys completed by parents as a part of the schools Progress Report. In addition to this formal process the Parent Coordinator also conducts informal assessments through conversations with parents during the monthly Parent association meetings, meetings with faculty and/or administrators and parents' frequent visits to school for 'Face to Face' letters. During these times they are asked a series of questions that include:

- **How is your child progressing in his/her studies**
- **Are you able to communicate effectively with your child's teachers**
- **Are you able to read and understand the letters, fliers, invitations and other notices sent home**
- **Is the translation services provided at meetings adequate**
- **Please provide us with suggestions for improving our translation services**

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.

Interpretation and translation services will be provided by in-house school staff (school aides, community assistant, para professionals) as needed. During Parent-Teacher Conferences per session will be provided as entitled by DOE contract.

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>.

During one of the first Parent Association meetings and Parent Orientation for the New School Year the Parent Coordinator and the principal will inform the parents of their rights to have provided to them translation services for all communication with school personnel that includes (meeting with teachers, meeting with school psychologists and guidance counselors, information request from the main office, notification by mail, etc.) Copies of the regulation will be made available in the main office and in the Parent Coordinator's office for parents to review.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. If the percentage of high quality teachers during 2010-2011 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.

I.S. 218

**Title I Services
School-Parent Compact
2010-2011**

School Name: I.S. 218

Student Name:

The School and parents working cooperatively to provide for the successful education of the child agree:

The School agrees	The Parent/Guardian agrees
<p>To have an annual meeting for parents to inform them of the New York City Public Schools Learning Standards:</p> <p>To offer additional meetings at various times, and if school districts funds are available, to provide transportation for parents education.</p> <p>To actively involve parents in planning, review and improving the parental involvement policy.</p> <p>To provide parents with timely information about <u>all</u> programs in the New York City Public Schools.</p> <p>To provide and explain report cards and student performance.</p> <p>To provide high quality curriculum and instruction that helps students reach high standards.</p> <p>To provide parents with activities such as literacy classes and educational workshops</p> <p>To increase communication between teachers and parents through:</p> <ul style="list-style-type: none"> • Parent-teacher conferences twice per year • Two progress reports that provide diagnostic prescriptive results • Opportunities to volunteer • Observation of classroom activities at appropriate times • Monthly breakfast information sessions with the principal 	<p>To become involved in developing, implementing, evaluating, and revisiting the school parent-involvement policy.</p> <p>To use the services recommended by the school to strengthen and build up social, academic and emotionally strong children</p> <p>To support the development of personal reading habits among secondary students through authentic reading, writing, and speaking experiences.</p> <p>To monitor our child/children's:</p> <ul style="list-style-type: none"> • Attendance at school • Adherence to the New York City Code of Discipline • Homework and participation in targeted instruction programs (after-school, Saturdays, summer) • Daily reading and writing activities <p>To share the responsibility for improved student achievement</p> <p>To communicate with our child/children's teacher about their educational needs and become familiar with the New York City Public school learning and standards and state standards</p>

Title I Services School-Parent Compact 2010-2011

Nombre de la Escuela: I.S. 218

El nombre del estudiante

La Escuela y los padres trabajando incorporado para proveer el éxito académico de sus hijos

La Escuela esta de acuerdo	El padre o Guardián esta de acuerdo
<p>Tener una reunión anual para informarle a los padres sobre estados de aprendizaje de la escuela publicas New York City. Ofrecer reuniones adicionales en diferente tiempo y si los fondos dela Escuela del distritos esta accesible para proveer para la educación de los padres.</p> <p>Implicar activamente a los padres en el planeamiento, la revisión y mejorar la póliza que involucra a los padres.</p> <p>Para proveer a los padres la información oportuna sobre todos los programas en las escuelas públicas de New York City.</p> <p>Proporcionar y explicar funcionamiento de las notas y como el estudiantes los hace.</p> <p>Proporcionar plan de estudios y la instrucción de la alta calidad que ayuda a estudiantes a alcanzar mayores niveles.</p> <p>Proveer a los padres actividades tales: Como clases de la instrucción y talleres educativos.</p> <p>Aumento las comunicación entre los padres, profesores.</p> <ul style="list-style-type: none"> • conferencias del Padre-profesor dos veces por año • Dos informes sobre la marcha de los trabajos que proporcionan resultados preceptivos de diagnóstico • Oportunidades de ofrecerse voluntariamente • Observación de las actividades de los Compañero en tiempo apropiado. • Sesiones mensuales de la información del desayuno con el principal 	<p>La escuela y los padres trabajan unido para proveer la educación adecuada al niño</p> <p>Para utilizar los servicios recomendados por la escuela para consolidar y construir a niños social, académicos y emocionalmente Fuertes.</p> <p>Para apoyar el desarrollo de los hábitos de lectura personales entre estudiantes secundarios con la lectura auténtica, la escritura, y experiencias de discurso.</p> <p>Para supervisar a nuestro niño/niños:</p> <ul style="list-style-type: none"> • Asistencia a la Escuela. • Adherencia al código de New York City de la Disciplina. <p>Tarea y participación en los programas de instrucción marcados.</p> <ul style="list-style-type: none"> • (después-escuela, sábados, verano) • Actividades diarias de la lectura y de la escritura. <p>Para compartir la responsabilidad del logro alcanzado por el estudiante.</p> <p>Comunicarse con el profesor de los niños sobre sus necesidades educativas y de convertir en familiar el aprendizaje y los estándares de la Escuela publica de la ciudad y del estado de New York.</p>

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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 School-wide 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.
2. School-wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - 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 School-wide 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.
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 School-wide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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 School-wide 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, School-wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School-wide 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 School-wide 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 School-wide pool to support any activity of the School-wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School-wide 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 School-wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School-wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School-wide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School-wide 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, School-wide 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” ² Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ³ of each program whose funds are consolidated. Indicate page number references where a related

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic

					<i>amounts)</i>	program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

achievement of all students, particularly the lowest-achieving students.

- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 218 Salome Urena					
District:	6	DBN:	06M218	School		310600010218

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.8	90.9	89.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	85	120	130				
Grade 7	126	100	126				
Grade 8	227	144	108				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	4	4	1				
Total	442	368	365				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	92.3	90.8	87.7

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	67.8	96.6	82.4

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	16	40	35

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	32	37	27

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	22	14	19	Principal Suspensions	17	0	14
# in Collaborative Team Teaching (CTT) Classes	17	28	32	Superintendent Suspensions	40	19	22
Number all others	33	27	30				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	86	86	TBD	Number of Teachers	53	49	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	4
# receiving ESL services only	89	58	TBD	Number of Educational Paraprofessionals	3	3	3
# ELLs with IEPs	5	45	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	8	3	30	% fully licensed & permanently assigned to this school	98.1	100.0	94.7
				% more than 2 years teaching in this school	35.8	42.9	75.0
				% more than 5 years teaching anywhere	35.8	46.9	67.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	68.0	73.0	77.5
American Indian or Alaska Native	0.0	0.3	0.0	% core classes taught by "highly qualified" teachers	75.8	100.0	91.7
Black or African American	2.9	3.8	3.3				
Hispanic or Latino	96.2	95.1	96.4				
Asian or Native Hawaiian/Other Pacific	0.5	0.3	0.0				
White	0.5	0.5	0.3				
Male	55.2	56.5	59.2				
Female	44.8	43.5	40.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,						
-----------------------------	--	---------	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	X	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v					
Economically Disadvantaged	X	v					
Student groups making	2	5	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:				NR	
Overall Score:	51.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	37.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 308/BEST	District 06	School Number 218	School Name Salome Urena de Henr
Principal June Barnett		Assistant Principal N/A	
Coach Denise Whitaker		Coach N/A	
Teacher/Subject Area Alexandra Nunez/Science		Guidance Counselor Tracey Hamer	
Teacher/Subject Area Maria Reynoso/ESL		Parent Yvette Holquin	
Teacher/Subject Area Yvonne Blanco/Math		Parent Coordinator Ana Paulino	
Related Service Provider Steve Resnick		Other _____	
Network Leader Kathy Pelles		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	6	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	390	Total Number of ELLs	175	ELLs as Share of Total Student Population (%)	44.87%
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Part II: ELL Identification Process

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

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

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

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

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

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

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										0

Dual Language																				0
ESL																				0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of ELLs in a TBE program who are in alternate placement:																				

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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

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
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:	Hispanic/Latino:
Native American:	Other:
Asian:	White (Non-Hispanic/Latino):

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

Part IV: ELL Programming

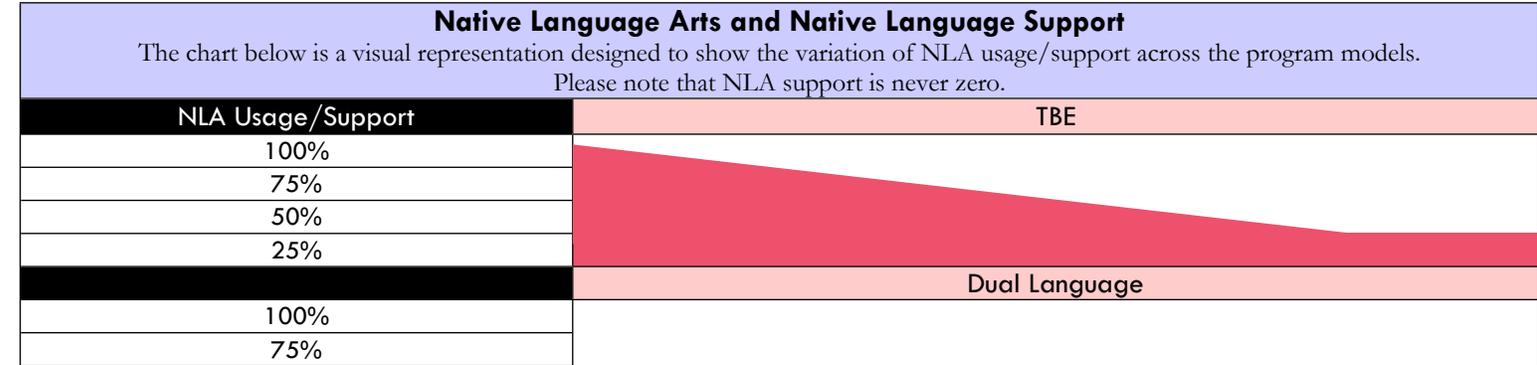
A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

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.

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
	A													
	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				0	0
7				0	0
8				0	0
NYSAA Bilingual Spe Ed					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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								

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

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

Paste response to questions 1-6 here

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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 06M218

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:	\$341,779	\$17,393	\$359,172
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,418	\$174	\$3,592
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,089	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$34,178	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **86.11%**
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.

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

mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.

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.

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 <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			\$290,094	✓	13 - 15
Title I, Part A (ARRA)	Federal	Yes			\$17,219	✓	13 - 16
Title II, Part A	Federal			N/A			
Title III, Part A	Federal	Yes			\$26,060	✓	80-90
Title IV	Federal			N/A			

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.

IDEA	Federal	Yes			\$87,626	√	
Tax Levy	Local	Yes			\$2,089,551	√	15 – 30; 80 - 90