



[PS/MS 241- THE FAMILY ACADEMY]

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

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

ADDRESS: 240 WEST 113TH STREET

TELEPHONE: 212-678-2898

FAX: 212-678-2975

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 (SURR)...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: PS/MS 241 **SCHOOL NAME:** The Family Academy

SCHOOL ADDRESS: 240 West 113th Street New York, New York 10026

SCHOOL TELEPHONE: 212-678-2898 **FAX:** 212-678-2975

SCHOOL CONTACT PERSON: Ms. Diana Diaz **EMAIL ADDRESS:** Ddiaz2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Sonya Lamonakis

PRINCIPAL: Ms. Diana Diaz

UFT CHAPTER LEADER: Ms. Linda Brown

PARENTS' ASSOCIATION PRESIDENT: Ms. Madga Velez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 **CHILDREN FIRST NETWORK (CFN):** 410

NETWORK LEADER: Ms. Altagracia Garcia

SUPERINTENDENT: Ms.. Sara Carvajal

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
Ms. Diana Diaz	*Principal or Designee	
Ms. Linda Brown	*UFT Chapter Chairperson or Designee	
Ms. Magda Velez	*PA/PTA President or Designated Co-President	
Mr. Henry Clemente	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Lisa Bobo	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Sonya Lamonakis	Member/	
Ms. Christine Joseph	Member/	
Ms. Jessica Ramirez	Member/	
Ms. Esperanza DeJesus	Member/	
Ms. Wanda Diaz	Member/	
Ms. Sheila Thomas-Lewis	Member/	
Ms. Sandra Rashad	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Family Academy is a K-5 school and includes grade 8. Our mission is in collaboration with students, parents and faculty. We seek to assist all students in reaching their maximum potential through standard based challenging instructional programs. We base this on an inquiry approach so that students can connect their educational learning to their everyday lives. Each of our teachers and students have learning goals that are focused on teachers/students achievements in order for all of our students to successfully graduate 8th graders ready to do high school work without the need of remediation. We seek to enable our students to develop into responsible citizens through a positive school culture in which students learn to respect themselves and others.

Our school's vision for 2010-11 is to engage our students in comprehensive programs that involves academic, physical education, art and music to stimulate intellectual and expressive well being throughout the school day. We expect to provide our parents with the opportunity to have a continuous academic environment for their child/children from kindergarten through grade 5. We are presently "phasing out" our middle school, therefore, this year we only serve grade 8. We expect to open our school doors for breakfast as early as 8:00 a.m. and end our daily instructional programs by 2:50 pm on Mondays, Thursdays and Fridays. We offer our students an extended academic day of reading and math intervention on Tuesdays and Wednesday, where all students are dismissed @ 3:40 pm. During our extend hours from 3:45 p.m. to 6:00 p.m. when we offer assistance with homework and have a recreation/performing arts program from Monday - Thursday.

PS/MS 241 – The Family Academy was recently awarded a DINI grant, which the school plans to utilize the grant funding through three methods: First, purposeful and ongoing Professional Development (PD) in Differentiated Instruction for all staff members. Second, two web-based English Language Arts programs will be introduced into the present curriculum. Last, technology platforms needed to fully utilize these programs and support teachers in implementing quality differentiated instruction infused with technology. The school also just received notification that an \$11,000,000 Magnet Grant was awarded to 8 schools (The Family Academy is one of the 8 schools). The information along with the timeline for the magnet grant is still in the planning stages. This grant would allow the school to develop theme-based units of study in Science, Technology, Engineering and Math that incorporates reading, writing and social studies. These units of studies would culminate into projects. Project-based learning will provide more opportunities for our students to demonstrate their understandings, provide them with practice on reading, writing, thinking and speaking to add the needed rigor into the curriculum. Additional information will be given to our staff members, students, parents and members of the community as we continue to work on the Magnet Grant.

Our current schools' collaboration with families promotes parent involvement with their child/children's learning progress; through Community Based Organizations our school is to provide our students with social, athletic, artistic, emotional channels to express themselves in and among other positive structures. Some of our affiliates are Friends of the Family, MIT Broadway Jr., Peace Games, PAL, Community Works, DEF JAM Music and Dance, Arts As Partners, Studio-in-the-Schools, Community Works' Making A Difference and the TRUCE program. The school community works collaboratively with administration, staff, and parents for the common goal our children's achievement both academically and socially.

Our elementary school has early class size reduction and our 8th grade classes have low registers as we move to the complete phase-out of middle school. We have the benefit of highly qualified teachers in the classrooms.

Professional development sessions are held during common planning/curriculum meetings bi-monthly to focus on the New Common Core State Standards to look at students' formative and summative assessment progress with the classroom teachers, Academic Intervention Service providers, English as a Second Language teacher, Special Needs teachers, and paraprofessionals. Our Administrators supervise the management of all staff members and students throughout the school day to ensure that the school community continues to have our students strive to be "learners today and leaders tomorrow".

Currently, under the NCLB Act special initiative, we are involved with the "Children First Initiative" whereby administrators and teachers are members of the ELA and MATH Inquiry Teams. The teams study students' strengths and weaknesses periodically and use the data, to inform and plan instruction. Teachers' and students' needs are identified and goals are set towards improving students' achievements school wide. The SLT, PTA, staff and the school community are informed through monthly newsletters, daily school messenger announcements and academic progress reports.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS/MS 241 Family Academy				
District:	03/10	DBN #:	03M241	School BEDS Code:	310300010241

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	17	15	0		90.5	92.7	91.84		
Kindergarten	32	15	18						
Grade 1	32	24	13	Student Stability: % of Enrollment					
Grade 2	49	24	22	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	35	31	15		88.2	88.7	90.0		
Grade 4	35	31	41						
Grade 5	45	31	32	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	32	39	47		70.9	80.9	80.6		
Grade 8	49	33	42						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		21	29	20		
Grade 12	0	0	0						
Ungraded	3	2	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	364	299	232		1	1	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	33	18	19	Principal Suspensions	45	2	31		
No. in Collaborative Team Teaching (CTT) Classes	8	16	15	Superintendent Suspensions	21	2	11		
Number all others	28	29	19						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	70	64	42	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	8	11	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	36	34	24
Overage Students: # entering students overage for grade (As of October 31)				Number of Administrators and Other Professionals	15	11	10
	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	8	6	6
	3	1	60	Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment (As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.00	100.00	100.00
American Indian or Alaska Native	0.3	0.0	0.0	Percent more than two years teaching in this school	41.7	50.0	75.0
Black or African American	80.8	75.3	70.7	Percent more than five years teaching anywhere	38.9	44.1	75.0
Hispanic or Latino	16.2	21.4	25.0				
Asian or Native Hawaiian/Other Pacific Isl.	1.1	1.7	0.9	Percent Masters Degree or higher	69.0	74.0	83.0
White	1.6	1.7	2.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.2	100.0	100.0
Multi-racial	0.0	0.0	0.0				
Male	55.0	55.5	55.2				
Female	45.0	44.5	44.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification: _____

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

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

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

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

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

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

Key: AYP Status

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

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Underdeveloped with proficient features
Overall Score	95.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	7.3	Quality Statement 2: Plan and Set Goals	Underdeveloped with proficient features
School Performance (Comprises 25% of the Overall Score)	16.2	Quality Statement 3: Align Instructional Strategy to Goals	Underdeveloped with proficient features
Student Progress (Comprises 60% of the Overall Score)	60.0	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	12.0	Quality Statement 5: Monitor and Revise	Underdeveloped with proficient features
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

1. The Family Academy student performance trends we can identify as indicated in the 2009-2010 progress report in exemplary proficiency gains shows in English Language Arts: English Language Learners gain 51.5%, Special Education Students 43.8%, Hispanic Students who are in the lowest third citywide gained 64.7%, and Black Students in the lowest third citywide gained 52.2%; in Mathematics: English Language Learners gained 33.3%, Special Education Students gained 38.8%, Hispanic Students in the lowest third citywide gained 42.1%, and Black Students in the lowest third citywide gained 44.9%.
2. Student Progress measure average student improvement from last year to this year in English Language Arts and Math was 60 out of 60.

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

The Family Academy's greatest accomplishments over the last couple of years are as follows:

- The analyzing and utilization of data identify and address weaknesses and target areas of growth on an ongoing basis.
- Continuing our guided and shared reading groups, student book clubs and book talks of the Balance Literacy program as part of the Core Curriculum as described by the NYC Department of Education, which involves the Readers' and Writers' Workshop.
- Continuing to provide and expand the reading materials available to students so include more selections suitable for at-risk and ELL students such as trade books, leveled classroom libraries, non-fiction books and poetry, quality read aloud selections and high interest low level readers.
- Continuing the Everyday Mathematics for kindergarten to grade 5 and Impact Mathematics for grade 8 as part of the Core Curriculum.

What are the most significant aids or barriers to the schools continuous improvements?

The significant aid that has attributed to the school's continuous improvement is our Reading Lab that services grades 2 –5. In the lab, students are grouped according to their ability levels and support in reading is provided by reading teacher, classroom teacher and a para-professional. In our middle school, the Science lab supports our students in developing a vast understanding of the NYS science curriculum with emphasis on hands-on experiments. We also support our students with the creation of smaller learning communities across all grades with a special emphasis in our middle school. We also provide SES to our students in grades 2 – 5 and 8 through our Saturday Academic Program and through the Champion program – an at home tutoring service. In addition, our K – 2 students attend our academic and enrichment after-school program on Tuesdays and Wednesdays.

There are several major barriers to the school's continuous improvement:

1. The shared space issue involving the co-location of two charter schools housed in the building. We lack the ability to provide “pull-out” services for our ESL and SETTS programs that hinder the effectiveness of services that are provided to our students. We basically can only provide “push-in” services to our students and experience difficulty in meeting the required mandates.
2. We have low middle school participation in our extended day programs due to the students' involvement in our outside after-school activities where monetary stipends are paid to them based on their attendance at these programs.
3. One-third of our middle school students have Individual Education Plans or at-risk services that mandates special testing accommodations along with SETTS, speech, counseling and/or occupational therapy services.
4. Special education (self-contained and CTT) students and our ELL Students are in need of intervention strategies so that the number of students in the Level 1 subgroups improves. We are hindered with space issues and therefore, cannot pull students out to provide amore structured differentiated instruction for these students.

SECTION V: ANNUAL SCHOOL GOALS

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

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

1. **Teacher Development** - To continue to support teachers' development in the understanding of the new Common Core State Standards along with effectively providing each teacher with the Staff Development needed to enhance their best practices. We will effectively use data to expand their teaching skills in terms of providing differentiated instructional practices as measured by the observation of the instruction, student feedback and lesson planning.

2. **Student Performance** – To improve overall student performance with a special focus on our English Language Learners and all Students With Disabilities in preparation for the New York State English Language Arts and Mathematics exams where 1 ½ years of progress will be demonstrated by June 2011.

3. **Student Achievement** – To improve student achievement of students on the NYS English Language Arts and Mathematics exams, whereas all classroom teachers will monitor the progress of their students and build student's comprehension and mathematical skills and strategies using student data from Academic Reporting Innovative System (ARIS), Periodic Assessments, End of Unit quizzes, evidence in lesson planning, informal/formal observations, learning rounds and the overall assessment of student class work and home work.

4. **Student Attendance** – By June 2011, student attendance will increase by 1.5% as measured by the annual attendance rate on the school report card.

5. **Magnet Grant** – By June 2011, all students at The Family Academy will receive instruction in the magnet theme of science, technology, engineering and math (**STEM**) infused into lessons at least 5 hours a week.

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): English Language Arts/Mathematics

Teacher Development

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 70% of all students will perform at proficiency level on the NYS English Language Arts exam and 60% of all students will perform at proficiency level on the NYS Mathematics exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional Development: Extensive professional development will be provided by Administration, internal and external professionals for differentiated lesson planning, technology (computers and smart boards), usage of data such as ECLAS-2, ARIS, Periodic Assessments, DRA, Teachers College Running Record Reading Assessments. The following programs will enable all students and staff members to reach this annual goal by June 2011. The following programs will address the specific needs of our ESL and SWD students: Destination Reading by Houghton Mifflin Harcourt, Imagination Learning English by Imagine Learning and the extensive use of technology. ASCD, Aussie and Literacy Support consultants will address professional development for our staff with a focus on Differentiated Instruction. Target Population (s): Classroom teachers, cluster teachers and para-professionals. Responsible Staff Members: Administration, DOE Internal Services, Network Team members, Literacy Support, Aussie Math and ASCD consultants. Implementation Timeline: September & October 2010 Monitor and Revise: After initial implementation, by the end of November all ESL, SETSS and SWD teachers will be familiar with the workings of “Destination Reading”. Monthly Periodic monitoring and revising through June 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>Grade common planning periods of teachers will be used to assess student work using effective differentiated lesson panning and the use of technology as a learning tool for students and teachers. Grade common planning periods of teacher will be used to analyze data as an assessment tool. During monthly professional development sessions, some portion of time will be used to re-evaluate the process of using effective professional development, lesson planning, and how it contributes to student success. DINI Grant will support the majority of fiscal resources and teacher training and per session monies.</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><u>Initial Indicator – September 2010:</u> Discussions and teacher survey about creating a school wide professional development plan. Professional Development plan will meet the needs of all staff members via staff reflections. <u>Semester 1 Midterm Progress Point – November 2010:</u> Teachers will share their “teacher/student” collaboration on the creation and use of friendly rubrics that allow students to visualize their learning. <u>Semester 1 End-term Progress Point – January 2011:</u> Teachers and students will begin to establish goals for themselves based on product assessment through the use of rubric scoring. <u>Semester 2 Midterm Progress Point – March 2011:</u> Learning Walks will be performed by Professional Development Team that focus on the use of rubrics in teacher lesson planning.</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): English Language Arts/Mathematics

Student Performance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 3% 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 2010-2011 Progress Report.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum, use of data with the language of the standards to provide specific feedback to students regarding their work, use of student data to plan and set future goals, further development of inquiry as teams of teachers plan and write curriculum and data to inform differentiated lesson planning.</p> <p>Target Population (s): Teachers servicing SWDs and ELLs and students in SWD and ELL subgroups.</p> <p>Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external), School Data Specialist and Network support.</p> <p>Implementation Timeline: September 2010 through May 2011</p> <p align="center">-----</p> <p>Creation of a Data Period: A data period will be designated so that administrators, staff developers and other instructional teacher teams will have a designated time to be trained in the use of student data. This will include the use of cross curriculum data, made accessible, focusing on ELLs/SWDs and at-risk students. Activities to be carried out will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress and follow-up activities. Responsible staff will facilitate discussions of the students’ progress and strategies for improved student outcomes, including Level 1 – 4 students.</p> <p>Target Population(s): Teams of Teachers working with ELLs, SWDs and students of making acceptable gains.</p> <p>Responsible Staff Members: Assistant Principal of respective grades of target population,</p>

	<p>staff developers, Data Specialist. Implementation Timeline: September & October 2010 Monitor and Revise: S1. Midterm Progress Point – November 2010. After our midterm periodic review based on outcomes from a teacher survey and low use of ARIS by teachers, it was determined that teachers needed additional support in using multiple data points to analyze data and differentiate instruction. Therefore for the remainder of this school year, teachers will share during professional development student progress based on the triangulation of data using a variety of data sources such as Interim Assessments, work evaluated through rubrics, teacher generated exams, student portfolios and/or research projects. Administrators, peers and consultants will visit classrooms to observe and give constructive feedback. S1 End-term Progress Point – January 2011. S2 Midterm Progress Point – March 2011. S2 End-term Progress Point – 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: As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111, Chapter 57 SQR Funds and human resources to implement this action pan from September 2010 to June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Supervisor per session (2 days per week) • Professional instructional materials to support interdisciplinary curriculum development during the regular school day. • Consumable instructional materials to use during extended day programs. • Teacher per session (2 days per week) for after school programs and differentiated professional development.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial Indicator September 2010 Discussion and teacher surveys about their use of the above mentioned assessment tools. Initial examination of the student data during the data period to create an awareness of students most in need of support. Projected Gains: 3% increase in the usage of ARIS at each Interim Progress Point. ----- Semester 1 Midterm Progress Point – November 2010: Teachers will share case study student(s) and how they are following the progress of the student(s) based on the data sources and teacher survey results. Semester 1 End-term Progress Point – January 2011: Re-evaluation of the process of using multiple data sources to evaluate the student(s) in their case studies and teacher survey</p>

	<p>results.</p> <p>Semester 2 Midterm Progress Point – March 2011: Teachers will share case study student(s) and how they are following the progress of the student(s) based on the aforementioned data sources and teacher survey results.</p> <p>Semester 2 End-term Progress Point – May 2011: Re-evaluation of the process of using multiple data sources to evaluate the student(s) in their case studies and teacher survey results.</p>
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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.*

Subject/Area (where relevant): English Language Arts/Mathematics

Student Achievement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 70% of all students will demonstrate academic achievement growth and will perform at proficiency grade level as measured by the NYS Spring ELA standardized exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Professional Development: The Fundamentals of effective teaching; developing and deepening the understanding of differentiation instruction; continued growth of teachers’ instructional practice and knowledge of content; developing teachers’ abilities to gather, analyze and use student data to create individual learning outcomes, lesson planning, assessments and other materials to support differentiated instruction; supporting administrators and teachers in developing goals for themselves and their students.</p> <p>Target Population(s): All classroom teachers, clusters, para-professionals and support staff members,</p> <p>Responsible Staff Members: Administrators, staff developers (internal and external) ASCD consultants and CFN 410 Network support</p> <p>Implementation Timeline: October 2010 through 2011. Timeline will be completely established within our PD Plan and the professional development calendar is created. With the DINI grant that was awarded to The Family Academy, the school will use technology as a platform to fully implement two web-based reading programs: Imagine Learning English and Houghton Mifflin Harcourt’s Destination Reading. To further support and maximize the Professional Development that will be provided by ASCD, The Family Academy will purchase professional reading materials and organize monthly study groups for teachers in differentiated instruction.</p> <p>Monitor and Revise: By the end of November 2010, 50% of all teachers and para-professionals working with our ELLs and SWDs will be familiar with the Destination Reading Program. This will be evaluated by recorded structured observations of targeted behavior and program data reports.</p>

	<p>By the end of December 2010, 100% of all teachers working with ELLs, SWDs and general education students will be familiar with the workings of the two programs. This will be evaluated by recorded structured observations of targeted behavior and program data reports.</p> <p>By January 2011, 100% of the Family Academy students working with Imagine Learning English and Destination Reading will have moved an average of two Fountas and Pinnell A-Z Reading Levels. This will be measured using standardized ECLAS-2, DRA or Teacher's College Reading Running Record.</p> <p>By the end of February 2011, 100% of classrooms will show evidence of focused differentiated instruction in literacy instruction.</p> <p>By the end of March 2011, 70% of students will have moved an average of four Fountas and Pinnell A-Z Reading levels (based on initial assessment levels). This will be measured using standardized ECLAS-2, DRA or Teacher's College Reading Running Record assessments.</p> <p>By June 2011, 70% of al students will perform at proficiency grade level as measured by the NYS spring 2011 ELA State Exam.</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: As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111, Chapter 57 SQR Funds and human resources to implement this action pan from September 2010 to June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Supervisor per session (2 days per week) • Professional instructional materials to support interdisciplinary curriculum development during the regular school day. • Consumable instructional materials to use during extended day programs. • Teacher per session (2 days per week) for after school programs and differentiated professional development. • DINI Grant – Curriculum & Staff Development funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial Indicator September 2010 Discussion and teacher surveys about their use of the above mentioned assessment tools. Initial examination of the student data during the data period to create an awareness of students most in need of support. Projected Gains: 3% increase in the usage of ARIS at each Interim Progress Point.</p> <p>-----</p> <p>Semester 1 Midterm Progress Point – November 2010: Teachers will share case study student(s) and how they are following the progress of the student(s) based on the data sources and teacher survey results.</p> <p>Semester 1 End-term Progress Point – January 2011: Re-evaluation of the process of using multiple data sources to evaluate the student(s) in their case studies and teacher survey</p>

	<p>results.</p> <p>Semester 2 Midterm Progress Point – March 2011: Teachers will share case study student(s) and how they are following the progress of the student(s) based on the aforementioned data sources and teacher survey results.</p> <p>Semester 2 End-term Progress Point – May 2011: Re-evaluation of the process of using multiple data sources to evaluate the student(s) in their case studies and teacher survey results.</p>
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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.

Subject/Area (where relevant): ATTENDANCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, student attendance will demonstrate a 1.5% increase as measured by the annual attendance rate on the school report card.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Professional Development: Teachers will be trained in the importance of the accuracy of student attendance. The new School Messenger System and the maintaining of attendance logs. Target Population(s): Principal, Network Attendance Coordinator, Parent Coordinator, attendance school aides and classroom teachers. Responsible Staff Members: Principal and Attendance Team members Implementation Timeline: September & October 2010 Monitor and Revise: Daily monitoring of students’ attendance to be input in Attendance Log. Daily calls home via Messenger System to inform parents of students’ attendance. Letters and/or postcards will be mailed home to parents. Monthly mandatory meetings with parents of students with chronic attendance.</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: AIDP Funds</p> <ul style="list-style-type: none"> • Purchase of certificates for students with monthly 100% attendance. • Purchase of class incentives such as pizza parties, ice cream parties, class trips, movie passes and passes to cultural events throughout the City of New York.

Indicators of Interim Progress and/or Accomplishment

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

Initial indicator September 2010: Discussions via school-wide assembly and classroom morning announcements of incentives for classes with 100% attendance and students with 100% individual attendance.

Monthly Interim Progress October 2010 – June 2011: Monthly bulletin boards indicating certificates for students and letters to teachers with 100% attendance: monthly attendance report will be generated by ATS.

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): Magnet Theme: Science Technology
Engineering Math (STEM)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, all students at The Family Academy will receive instruction in the magnet theme of science, technology, engineering and math (STEM) infused into lessons at least 5 hours a week.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Grade level thematic unit planning of STEM. • Creation and implementation of curriculum mapping and units of study for each grade. • AUSSIE and Literacy Support professional development on curriculum mapping. • ASCD professional development on infusing differentiated instruction within the theme of STEM. • Administrators will review and analyze class schedules and prep periods for alignment to magnet theme. • Host parent workshops related to magnet theme.
<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>Staffing/Training: Principal, Assistant Principals, staff developers (internal and external), classroom teachers, cluster teachers, ESL teacher, para-professionals, Magnet resource specialist Schedule: Classroom instruction Funding: CFE, Title III, Title I SWP, Tax Levy Fund, MSAP Federal Magnet Grant Funds</p>

Indicators of Interim Progress and/or Accomplishment

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

Instrument of Measure: Success will be determined through unit plan analysis, surveys, learning rounds/walk-throughs and collegial reflection of units and lessons produced during monthly grade level magnet planning meetings.

Projected gain: 5 hours a week of instruction within magnet theme (STEM) for each student.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	15	N/A	N/A	0	0	0	0
1	16	16	N/A	N/A	0	0	0	0
2	10	10	N/A	N/A	2	0	0	0
3	14	14	N/A	N/A	1	0	0	3
4	16	16	16	16	0	2	0	2
5	30	30	10	30	1	0	0	2
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	42	42	42	34	8	2	11	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<u>Delivery of Services:</u> A combination of small group and individualized instruction during the school day as well as individualized programs for Saturday Academy. <u>Program Types:</u> Flexible grouping using sub skills identified through Acuity. Targeted Intervention Math and Reading – a scaffold test prep source. Components of the NYC Department of Education’s Balanced Approach to Literacy. Extensive use of the Accelerated Reading Computer program for students in K-5. Students in grade 8 receive 2 periods per week of small group intervention during the day for ELA skills and strategies.
Mathematics:	<u>Delivery of Services:</u> Academic Intervention Services in Mathematics consists of push-in and pull-out services during the ay 1-2 times per week for students in grades 3-5. <u>Program Types:</u> The intervention program utilized “Get Ahead in Math” to guide the instructional content and assist students with the skills and strategies needed. Grade 8 students receive pull-out services 2 times per week utilizing Kaplan Math Test Preparation.
Science:	<u>Delivery of Services:</u> Academic Intervention Services in science consists of push-in services during the day 1-2 times per week for students in grades 3-5 & 8. <u>Program Type:</u> The intervention program utilizes the FOSS science program to reinforce vocabulary and content literacy.
Social Studies:	<u>Delivery of Services:</u> At-risk services are in small groups for all grades 1-2 times per week. <u>Program Type:</u> The intervention program utilizes <i>Just Right Reading Books</i> in specific genres that relate to the appropriate grade level social studies unit.
At-risk Services Provided by the Guidance Counselor:	At risk services provided in small groups and individually addressing behavioral and academic concerns. Services are done in 4-6 week cycles with the hope of resolving the issues for the student and staff members. Parental contact and support is always implemented.
At-risk Services Provided by the School Psychologist:	Psychologist meets one-on-one or with a small group of students to discuss their behavior and/or academic issues so that these issues can be resolved. The psychologist speaks Spanish, French and English and supports several students and their parents with academic or behavioral concerns. Parental contact and support is always implemented.
At-risk Services Provided by the Social Worker:	At risk services provided in small groups and individually addressing behavioral and academic concerns. Services are done in 4-6 week cycles with the hope of resolving the issues for the student and staff members. Parental contact and support is always implemented.
At-risk Health-related Services:	At risk services are provided in small groups on asthma awareness and maintenance. Training is provided using “Open Airways” once a week for a 6-week cycle

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K – 5, and 8 Number of Students to be Served: 38 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) N/A

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.

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: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The Family Academy uses the data which parents have filled out in questions one and two from part 3 of the home language form to determine the language of translation and interpretation for each parent. For transfer students, the home languages are checked using the RPOB report and based on the information provided by the RPOB report, and the parents language preferences are verified in ATS. The data is compiled to determine the school-wide translation and interpretation needs.

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.

Seventeen percent of the Family Academy students are Spanish speakers while the next prominent language, Wolof comprises only five percent of the student population. Other languages which are represented in the parent population are Haitian, Mandingo, Bengali and French, but they are equal to or less than two percent of the total population. The Spanish speaking parents who desire to communicate with the school in Spanish are eleven percent of the total school population while the Wolof-speaking parents who desire to communicate with the school in Wolof are less than one percent of the total school population of parents. Therefore, written translations of school documents and signage should be provided in Spanish while the school is not obligated to provide such translations in Wolof. The findings will be reported to the teachers at the monthly Faculty Conference and to the parents during the Fall and Spring Parent Teacher Conferences meeting and to the other staff members in meetings with administration.

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. **All parent notifications are translated into appropriate home languages and are mailed and backpacked with students. The school also send out a telephone message via the School Messenger in translated languages.**
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The Family Academy will provide written translation in Spanish of all documents. Documents which are short in length (one page or less than 500 words)will be translated in house. For longer documents. The Family Academy will request the Translation Unit's assistance for Haitian, French and Bengali speakers, all documents sent home will have a cover letter indicating that a t5ranslation can be provided upon request. The remaining non-covered languages have no written translation at this time, therefore a written translation will not be provided.

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

As per the Chancellor's Regulation A-663, the parent who speaks a covered language will be provided with the translated version of the Bill of Parent's Rights and Responsibilities. Signs indicating that translation is available currently displayed in the school entrance, and the personnel who staff the entrances and the office has been supplied with the Language Identification card. The School Safety committee will include procedures to assist parents who do not speak English in the School Safety plan.

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:	207,106.00	241,892.00	241,892.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,071.00	348.00	2,419.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10,356.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	20,711.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

School-Parent Compact

PS 241M The Family Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-010.

Required School-Parent Compact Provisions

School Responsibilities

PS 241M The Family Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning and nurturing environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - a. Balanced Literacy using the Workshop Model for Reading and Writing
 - b. Everyday Mathematics for grades K-5 and State approved Accelerated Program for grade 8
 - c. NYS Science curriculum using an inquiry-based model
 - d. NYS Social Studies core curriculum using the NYC recommended scope and sequence and a Core Knowledge curriculum
 - e. Additional subjects include, technology, foreign language, art, music, dance
 - f. Additional AIS provided to students struggling to meet State standards as needed during the day, through after school, Saturday, and summer programs

2. Hold parent-teacher conferences at least twice annually in elementary schools during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - a. November and in March school-wide
 - b. On an as-needs basis throughout the year.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Written reports and conferences with parents conforming with NYC Department of Education calendar
 - b. Letters to inform parents of State and local assessment results as they are received at the school
 - c. Communication on a regular basis regarding student progress
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Written communication through the student daily planner and notes
 - b. Telephone conversations
 - c. Scheduled Parent-Teacher meetings
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - a. Learning Leaders
 - b. Participation in student celebrations and academic culminating activities
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand, including e-mail.
9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			207,106.00		
Title I, Part A (ARRA)	Federal	x			34,786.00		
Title II, Part A	Federal	x			191,551.00		
Title III, Part A	Federal	x			15,000.00		
Title IV	Federal	x			-00-		
IDEA	Federal	x			21,958.00		
Tax Levy	Local	x			992, 012.00		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

-
- 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.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
All first year teachers are mentored by an experienced staff member and/or by expert Network personnel to ensure that they receive high-quality professional development. In addition, new teachers are provided receive professional development from ASCD, Aussie and Literacy Support consultants. New teachers are also encouraged to observe their colleagues via inter-class visitations to view best practices and strategies.

School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. **All parent notifications are translated into appropriate home languages and are mailed and backpacked with students. The school also sends out a telephone message via The School Messenger in translated languages.**

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **5 students**
2. Please describe the services you are planning to provide to the STH population.
Students are provided with school and gym uniforms, school supplies and backpacks. Students also receive at-risk counseling as well as academic intervention services. The school also provides payment for admission and transportation fees for field trips.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 241 Family Academy					
District:	3	DBN:	03M241	School		310300010241

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	15	0	0		90.5	92.7	91.7
Kindergarten	16	18	14				
Grade 1	24	13	14	Student Stability - % of Enrollment:			
Grade 2	24	22	10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	40	15	19		88.2	88.7	89.0
Grade 4	31	41	16				
Grade 5	31	32	35	Poverty Rate - % of Enrollment:			
Grade 6	44	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	39	47	0		70.9	80.6	85.3
Grade 8	33	42	42				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		21	29	28
Grade 12	0	0	0				
Ungraded	2	2	5	Recent Immigrants - Total Number:			
Total	299	232	155	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	18	19	19	Principal Suspensions	45	2	31
# in Collaborative Team Teaching (CTT) Classes	16	15	3	Superintendent Suspensions	21	10	11
Number all others	29	19	16				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	36	34	27
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	13	7
# receiving ESL services only	64	42	TBD				
# ELLs with IEPs	6	11	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	2	1	6

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
	3	1	13	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	41.7	50.0	63.0
				% more than 5 years teaching anywhere	38.9	44.1	70.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	69.0	74.0	88.9
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	84.2	100.0	100.0
Black or African American	75.3	70.7	66.5				
Hispanic or Latino	21.4	25.0	27.7				
Asian or Native Hawaiian/Other Pacific	1.7	0.9	2.6				
White	1.7	2.2	3.2				
Male	55.5	55.2	56.1				
Female	44.5	44.8	43.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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				v	
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:			UPF	
Overall Score:	37	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data			UPF	
School Environment:	7	Quality Statement 2: Plan and Set Goals			UPF	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals			UPF	
School Performance:	2.2	Quality Statement 4: Align Capacity Building to Goals			P	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise			UPF	
Student Progress:	24.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	3					

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

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

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

03M241

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).
- xx** 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.

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

Form TIII – A (1)(a)

Grade Level(s) K-5, 7 & 8 Number of Students to be Served: 38 LEP 0 Non-LEP

Number of Teachers: 2

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.

The PS/MS 241- After-school program will open to all English Languages Learners from grade K-5 and 8 and serve to advance the English Language modalities in order to move our ELLs forward. The program will meet 2 days a week from 3: 45 pm to 5:45 pm for 15 weeks. The program will be facilitated by 2 teachers, one who is fully certified ESL teacher and will be implemented in English. The ESL teacher will implement the ELA component and our General Education teacher will implement the Math program. They switch groups after 45 minutes and both teachers will implement the NYSESLAT. The program will cover both English Language Arts and Mathematics in order to meet our AYP for the

subgroup in those subjects. The Readers/Writers work-shop, will be the basis of our T3 program; it will use graphic organizers and visuals in order to strengthen reading comprehension and therefore language acquisition in our ELLs.

In order to prepare our students for the NYSESLAT, we will be purchasing Getting Ready for the NYSESLAT and beyond in order to transition students from the NYSESLAT to the NYS ELA, familiarize students with the structure of the standardized tests, use ongoing assessments to measure student progress in obtaining L2 proficiency.

The Rosetta Stone software will form our listening stations in the ESL classrooms as well as being implemented in our After-School Title 3 program. It will build language skills for our ELLs as well as enhance their listening abilities and strengthen their acquisition of English. Parents of participating ELLs will be invited and encouraged to attend meetings, workshops and field trips. School will provide all refreshments, meals, supplies and admission cost and fees incurred for these activities. An educational/cultural bus trip to the Museum of Natural History is planned to foster parental involvement. By participating in trips such as this, parents and families become familiar with the cultural arena of New York City as well as educational opportunities available to them and their families. Title 3 funds will pay for admission fees and bus transportation for all ELL participants and their families. We will be purchasing leveled books and dictionaries for our ESL classrooms as well as cassette recorders and headphones for our Rosetta Stone program. In order to keep accurate records, we will be purchasing binders and other organizational supplies.

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

The Title 3 teachers will be provided with professional development opportunities through attendance at all sessions organized by the DOE and the ESOL professional organizations. In addition, the CFN 11-Network will support the school’s ESL teacher through planned professional development involving the other schools within the network on a regular basis.

PS 241 will also provide professional development in the form of assistance in designing a curriculum for the ESL after school program based on the needs of its’ students. Under the guidance of the Literacy Specialist, the Literacy Support consultant, they will work together to develop a curriculum to be used in the ESL after-school program. At the end of the eight sessions, the teachers will have developed a re-usable resource guide consisting of lesson plans and other curriculum tools for the Title III program.

Form TIII – A (1)(b)

School: PS/MS 241-Family Academy BEDS Code: 03M241

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

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	\$ 4490.00 798.00 399.00	(Title III After School Program (2 teachers X 2 days a week x 1.5 hours X 15 weeks Title III Curriculum Writing Workshop 2 teachers x 1 x 8 hours 2 teachers x 4 hours- bus trip
Purchased services - High quality staff and curriculum development contracts.	\$ 3750.00	Title III Curriculum Writing Workshop Literacy Support (Aussie)
Supplies and materials - Additional curricula, instructional materials and supplies for students - Refreshments, meals, parental supplies and admission costs for parents	717.00 536.00 465.00	Leveled books/dictionaries, cassette recorders, headphones and book binders. Getting Ready for the NYSESLAT- Workbooks//Teacher’s Manual for Grades 3,4,5 and 7, 8 Classroom supplies- pencils, notebooks, markers, portfolio folders, chart paper, construction paper
Educational Software (Object Code 199)	3145.00	Rosetta Stone Software- Version 4 TOTALe Subscription rate is per student Language skill builders program for ESL students
Travel	700.00	Coach bus trip to Museum of Natural trip/admission fees
Other		
TOTAL	\$15,000.00	

**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 ,	District 03	School Number 241	School Name The Family Academy
Principal Ms. Diana Diaz		Assistant Principal Ms. Navarro/Ms. Thomas-Lewis	
Coach Ms. Sue Rayson- Literacy		Coach Ms. J. Ditton-Mathematics	
Teacher/Subject Area Ms. M. Samuels		Guidance Counselor Darren Marelli	
Teacher/Subject Area Ms. C. Toussaint		Parent Ms. Madga Velez-PTA	
Teacher/Subject Area Ms. M. Sabree		Parent Coordinator Ms. Michelle Perez	
Related Service Provider Ms. L. Schupp		Other Mr. James Lark	
Network Leader Ms. Altagracia Santana		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	19

C. School Demographics

Total Number of Students in School	156	Total Number of ELLs	39	ELLs as Share of Total Student Population (%)	25.00%
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Part II: ELL Identification Process

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

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

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

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

Once a any new student registes at P.s 241. a licensed pedagogue administers the Home Language Language Identification Survey HLIS. At that time the licensed pedagogue trained in the intake process conducts an informal interview in English and/or in the parent's native language. Based on the result of the HLIS and the parent interview, it is determined whether or not the student will be administered the language Assessment Battery- Revised (LAB-R) in English and/ or in Spanish where applicable. A fully certified ESL pedagogue administers eligibility based on a HLIS. The LAB-R is hand scored by the fully trained pedagogues before being delivered to the Scan center. According to the LAB-R results, students identified as English Language Learners (ELLs) are properly placed into the correct program classes.

Every scholl year, we have ongoing Parent orientaion Meeting for parents of ESL students. The fully certified ESL pedagogue, conducts this orientation meeting in September within the first 10 days of student registratuion based on the HLIS, along with the help of other staff members and provides an agenda and sigh-in sheet for the parents. The Assistant Principal, Parent Coordinator and fully licensed translators are also present at the orientation to assist and provide the translation services for school documents such as the Parent Survey and Program selection forms. At this meeting, we show the parents the Parent Choice Video from the Department of Education. This video is viewed in all the langauges that representt our population. These langauges include English, Spanish and Bengali. Once the Video is viewed, Parents receive the Program Selection Letters in their native langauges. We have many staff members present to translate questions that parents who are less proficient in English may have.

After reviewing the Program Selection Forms, the children are then placed in an appropriate setting. We hold make-up oriation mettings later in September for those parents who were unable to attend the initial meeting. Parents who do not attend the meeting are notified again via back-packed letter and/or telephone calls translated when appropriate. Documentation of such meetings is kept on record. Students whose parents do not attend are placed in the default school, or in our case , freestanding ESL. For the past few years, we have noticed that the trend for our parents is to request ESL Program. While parents' survey reflect the model choice to be freestanding ESL, based on the Aspira Consent Decree. If there is a choice for bilingual education from more than 15 parent surveyes from the same home language in two contiguous grades, we will craete a bilingual bridge class. Our ESL orientation Team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the systems comply as mandated by CR154. For those parents who do not attend oriation we follow up with individual phone calls meeting to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued srvice and parent options. Second and third notices are sent home with students, if needed, to ensure that parents are informed about ther child's educational services.

The NYSESLAT is administered to all ELLs yearly. In order not to miss any student, our ESL assistant Principal runs the RLR report to obatin the list of all entitled/ eligible students and facilitate this exam. An ESL licensed teacher takes part in the administartion of all four sections of the exam. Accommodations are provided as per each individaul student's IEP. All of our students who are either a "beginner or intermediate ' as per their NYSESLAT or LAB-R score, are receiving a minimum of 360 minutes of ESL service per Commissioner's regualtion(CR)Part 154. Those students who have been clasified as "advanced", as per their NYSESLAT or LAB-R score are receiving 180 minutes of service per week as per CR Part 154. In addition, our push in ESL teacher service those student who are not in self-contained ESL classes, but are required to receive 360 or 180 minutes per week as per CR154. In both learning environments, instructuion is provided in English 100% of the time.

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	0	0	0	0	0			0					0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0			0					0
Freestanding ESL														
Self-Contained	0	0	0	0	0	1			3					4
Push-In	1	1	1	1	1	1			1					7
Total	1	1	1	1	1	2	0	0	4	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18		2	18	0	4	3	0	3	39
Total	18	0	2	18	0	4	3	0	3	39

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	1	3	2	3								13
Chinese														0
Russian														0
Bengali		1			1	1								3
Urdu														0
Arabic					1									1
Haitian				0					3					3
French	1				2	2								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	1	2	2	4			3					14
TOTAL	4	4	2	5	8	10	0	0	6	0	0	0	0	39

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.

The organizational model for ESL instruction at P.S 241 consists of both: pull out and push-in models. In a push-in model the ESL teacher works with homogenous or heterogenous grouping depending on task. In the pull out sessions students are grouped both according to their grade levels and their proficiency levels. In both models a variety of instructional approaches are used in order to make the contents comprehensible and to enrich the vocabulary development. In the effort to provide the mandated number of instructional minutes the ESL teacher pushes into a classroom as well as pulls students out at a later time.

SIFE students will be initially placed with the beginner ELLs in grade appropriate classess and receive intervention services from an ESL teacher for a total of 360 minutes a week. .With further assessments and consideration of students individual needs the students will be placed in the appropriate classroom setting. These students will also be mandated to attend 37.5 minute of extended day for extra support.

Newcomers are encouraged to participate in all classroom activities by means of non verbal communication..An emphasis will be placed on the development of the Basic Communication skills. A TPR(Total physical Response) approach will also be widely used. In P.S 241 we will also rely on the use of realia, visual aids, repetition and graphic organizers. Mainstream classroom teacher will place newcomers into

groups with other more advanced students to enhance language acquisition of all levels based on research as Vygotsky's zone of proximal development. All ELLs will also be actively using our Computer Based Literacy program such as Imagine Learning and Destination Reading. In many instances the school's bilingual pedagogue works with beginning students to make sure that students understand the rules and codes of behaviour in the school.

ELL students in school from 4-6 years are receiving academically rigorous instruction focusing on Academic language Development. Those students need various ESL strategies and vocabulary development. Small group instruction will be a key instructional method for this group. In addition, this group of students will receive AIS, extended day and Title 3 instruction

Plan for ELLs in school 6 years or longer.

Instruction for this group of students will mostly focus on repetition and small group intervention. We continue to assess those students to determine the area of weakness and design a student specific plan to address them. Similarly to the other group, those students will also receive AIS, Extended day and title 3 instruction.

Plan for ELL special need students

Instruction for those students will be highly predictable and structured. Lesson will use a multisensory approach in order to stimulate students various senses. In content subjects teachers will use realia and various hands-on approaches to involve students in learning. Those students will also be supported by using highly interactive computer based program: Imagine Learning and Destination Reading.

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

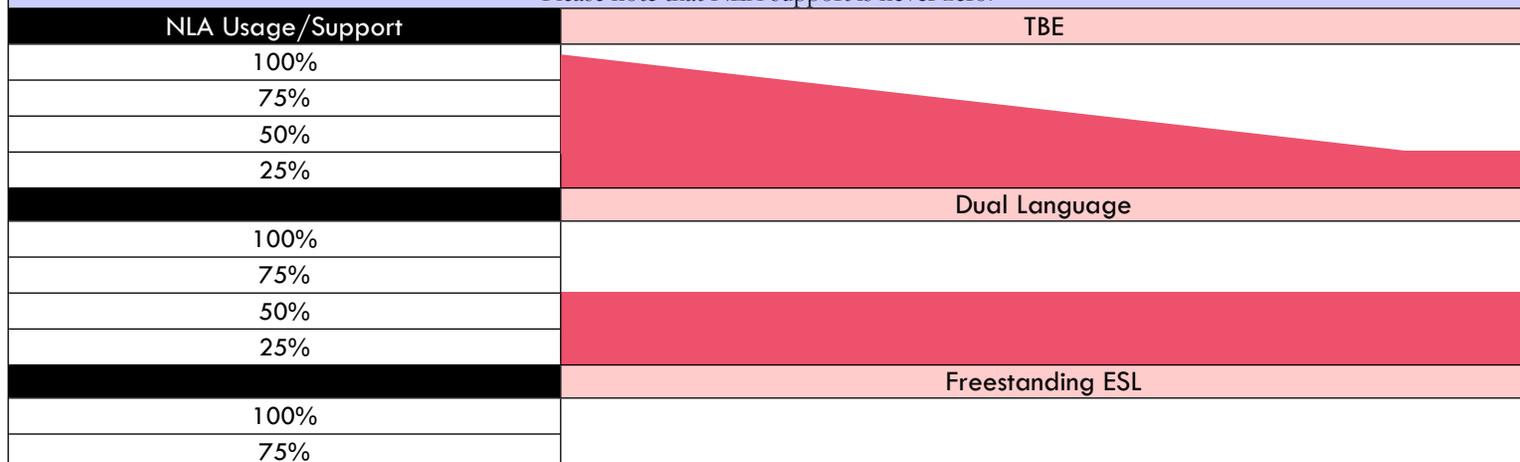
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



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?

The Family Academy has an push-in/pull out program based on the levels of the students. ELL students are involved in the Extended Day program where they receive targeted intervention programs for Reading and Mathematics. Our school has reduced class size in all grades, so that all students receive individual attention to meet their needs. In order to enhance ESL instruction, P.S 241 bought two highly regarded computer based programs for ELLs; Rosetta Stone and Imagine Learning. The former is designed to work as a supplement to daily instruction and it can also be utilized at home. Imagine Learning ,on the other hand, is designed to help students in mainstream as well as in ESL classroom. Both programs adjust their level to that of a student providing them with engaging, tailored assistance.

P.S 241 is not considering a discontinuation of any of its programs.

The ELL students at P.S 241 are encouraged to participate in after school program. Additionally, the school is offering a Saturday Test Prep Academy in order to prepare students for stanadardadized tests in May. P.S 241 uses a variety of instructional materials in order to deliver the best possible instruction to its ELL students. In the mainstream classroom students learn by using the Accelerated Literacy Workshop Model for ELA, and Everyday Math for Mathematics. For Science the school uses the FOSS program which is rich in manipulatives as well as live experiments which enhance students' understanding of scientific concepts. In all the above mentioned insruction blocks the teachers strive to use a variety of manipulatives, graphic organizers and hands on activities in order to provide a necessary visual and organizational tool fo ELL learners. P. S 241 strives continually to include students' native lanaguages in the daily instruction. Students who are not able to express themselves in English are encouraged to use their native langauge in writing and in speech.Thanks to some of the bilingual staff at the school students are assured that their langauges are appreciated and valued. In an attempt to provide the most meaningful instruction to ELL students, the staff at P.S 241 focus on using grade appropriate materials. Thus, in K-2 language instruction focuses on literacy development and number concept.The employment of many visuals and manipulatives (Bingo games, Alphabet Match Me game) engage and provide sensory stimulation to students assuring the necessary learning.Third through fifth graders receive literacy

instruction through "Teaching Story Elements with Favourite Books" by Ellen Tarlow and language instruction through "Teaching Grammar Through Palyful Poems by Nancy Mack. Students in upper grades receive instruction through teacher designed units. All of the grades are also actively using the web based program called Destination Reading which provides highly enagaging instruction through age appropriate activities.

In an effort to eassist newly enrolled ELLs in our school the administartion provides an orientation session to familiarize the students with the rules and procedures of the school. A session like that also provides a chance for an ESL teacher to meet the new ELLS and their families. Additionally, fifth and eight grade teachers who have ESL students in their classrooms are supported in their efforts to prepare the students for the transition into a new school.

I

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)?

N/A

D. Professional Development and Support for School Staff

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

The Family Academy provides extensive Professional Development to our ESL teacher. We provide a school mentor and our Network CFN 410 works on a contionuos basis with the ESL teacher. Additionally, The ESL teacher being in her first year of teaching is receiving two forty five minute mentoring sessions with a highly qualified teacher professional. Training for our teachers is done on site/ off-site and through the DOE. Additionally, General Education Teachers receive 10 hours of Professional development focusing on ESL techniques and methodology. Our certified ESL teacher attends Pd sessions from our Network Support ESI specialist. Opportunities for offsite professional Development as those offered by the Office of English Language Learners(OELL) are given to our teachers to fulfill this mandated Professional Development.

The support offered to our ELL students as they transition from elementary to middle school consists of informational advisory sessions with the ESL teacher and classroom teachers about their Reading/Math levels from NYS exams, informstion from the NYSESLAT exams along with student goals. Additinally, teachers of transition grades are participating in ELA inquiry team which allows them to adress skills that students have difficulty with. During Chancellor's day the entire staff which includes the Principal, Assistant Principals, ESL teacher/ coordinator, common Branch teachers, subject area teachers, paraprofessionals, special eduaction teachers, psychologists, occupational Therapists, speech therapists, guidance counselor participate in professional development to address students' needs.

I

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?

The Parents of the our ELL students are offered ESL training workshops to support their children as they academically grow and acquire the language. Parents are given the opportunity to attend DOE presentations and correspondence is sent home in Spanish, other languages can be translated upon request. Parents are also encouraged to comitees such as Parent Teacher Assosiation and the School Leadership Team. They are also encouraged to participate in school activities such as field trips, shows and assemblies. All letters and flyers are translated into languages spoken by the families. The needs of the parents are addressed in the Parent Coordinatior survey that is distributed in September

to every parent of an ESL student.

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)	4	2	1		2	1			2					12
Intermediate(I)				3	1	2			1					7
Advanced (A)	1	2	1	2	4	6			4					20
Total	5	4	2	5	7	9	0	0	7	0	0	0	0	39

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0			0				
	I	1	1	0	0	4	0			0				
	A	0	0	1	3	0	0			4				
	P	0	0	0	2	0	3			2				
READING/ WRITING	B	1	1	0	0	0	0			1				
	I	0	0	0	4	0	0			1				
	A	0	0	1	1	4	5			3				
	P	0	0	0	0	0	0			0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	1	3	0	0	4
5	1	3	4	0	8
6	0	0	0	0	0
7	0	0	0	0	0
8	2	4	0	0	6
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	

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

The assessment tools used to evaluate the early literacy skills of our ELLs are the ECLAS-2, Fountas and Pinnell, informal classroom observations, pre/post assessments administered in the classes. This information is shared with the classroom teachers and cluster teachers to inform their instructional practices. We evaluate the success of our ELL program by the scores from the NYSESLAT and New York State

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.

ESL instruction where teachers realize that students need extra support in reading comprehension and writing assignments. Those skills are also further addressed during our extended day activities and Saturday Academy Program. The students who show little growth in those

Additional Information

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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		11/1/10
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		11/1/10

	Other		11/1/10
	Other		11/1/10
	Other		11/1/10