Department of Education

ACADEMY OF COLLABORATIVE EDUCATION

2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: ACADEMY OF COLLABORATIVE EDUCATION
ADDRESS: 222 WEST 134 STREET
TELEPHONE: 212-694-8750
FAX: 212-694-5875

APRIL 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310500010344 **SCHOOL NAME:** Academy of Collaborative Education

SCHOOL ADDRESS: 222 WEST 134 STREET, MANHATTAN, NY, 10030

SCHOOL TELEPHONE: 212-694-8750 **FAX:** 212-694-5875

SCHOOL CONTACT PERSON: RASHAUNDA SHAW **EMAIL ADDRESS** RShaw4@schools.nyc.gov

POSITION / TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Patricia Charles
PRINCIPAL:	RASHAUNDA SHAW
UFT CHAPTER LEADER:	Juli-Anne Benjamin
PARENTS' ASSOCIATION PRESIDENT:	Darlene Johns
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND NETWORK INFORMATION

DISTRICT: 5 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: Debra VanNostrand/Jose V. De La Cruz

SUPERINTENDENT: GALE REEVES

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at http://schools.nyc.gov/NR/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
Rashaunda Shaw	Principal	Electronic Signature Approved.
Patricia Charles	UFT Member	
Marie Saint Preux	DC 37 Representative	Electronic Signature Approved. Comments: Marie Saint Preux
Ronnice Little	UFT Member	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

We have high expectations for all of our students and strive to leave no child behind. Through the use of systemic, explicit, data-driven and standards based instructions, we will raise our student level of achievement.

The student body includes 3% English Language Learners and 3.7% special education students. The average attendance rate for the 2009-10 school year was 83.38%. The school is in receipt of Title I funding with 76.4% eligibility.

Of this number of teachers 61.1% are highly qualified according to the BEDS survey and 33.3% have taught for more than two years in this school. The school's culture is positive and all staff members believe that team spirit supports a variety of efforts to address the physical, emotional, social and academic needs of the students. In place for the 2010-11 school year is a 21st Century Grant. The program's purpose is to develop the academic skills of our students in an after school setting. The College For Every Student program, will develop college readiness skills and career awareness. The Ramp Up (America's Choice) program promotes the improvement of reading comprehension and writing skills. Writing Matters, a research based writing curriculum, fosters students writing skills in an effort to improve writing proficiency. Turnaround Inc's purpose is to integrate schools and mental health systems. It will enhance, improve or develop collaborative efforts between school based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, and treatment service to students. The newly created Teacher's Center will be utilized by staff members to support successful instructional endeavors. Our new state of the art Science Laboratory has been completed. Students will engage in lab experiments using state of the art equipment and materials to further their learning.

To this end, we have established a solid School Leadership Team, whose members work in partnership, to develop and efficiently communicate school-wide goals, our mission and vision to the school community at large. Our mission is to set clear expectations and goals throughout the school year with respect to academics and behavior and to develop a system of communicating measurable academic goals and objectives.

MISSION STATEMENT

Central to ACE's curriculum are extensive math and technology programs that will prepare students to succeed in areas where racial/ethnic minorities are currently underrepresented. Our core values of respect, enthusiasm, achievement, citizenship and hard work (REACH) are not just posted on the walls for students. They are our professional values and drive our word and actions as adults. We consider the impact our actions will have on others and work carefully to be transparent and fair. We admit our mistakes and work to make them right. Even when we are successful, we are humble and understand that we always have more to learn.

VISION STATEMENT

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Academy of Collaborative Education								
District:	5	**DBN #:**	05M344	**School BEDS Code:**					
DEMOGRAPHICS									
Grades Served:	☐ Pre-K	☐ K	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☑ 6	☑ 7
	☑ 8	☐ 9	☐ 10	☐ 11	☐ 12	☑ 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	0	0	0				87.5	87.7	TBD
Kindergarten	0	0	0						
Grade 1	0	0	0	**Student Stability** - *% of Enrollment*:					
Grade 2	0	0	0	*(As of June 30)*			2007-08	2008-09	2009-10
Grade 3	0	0	0				92.2	88.25	TBD
Grade 4	0	0	0						
Grade 5	0	0	0	**Poverty Rate** - *% of Enrollment*:					
Grade 6	60	40	35	*(As of October 31)*			2007-08	2008-09	2009-10
Grade 7	103	121	55				72.7	78.6	76.4
Grade 8	58	91	97						
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				9	19	TBD
Grade 12	0	0	0						
Ungraded	0	2	7	**Recent Immigrants** - *Total Number*:					
Total	221	254	194	*(As of October 31)*			2007-08	2008-09	2009-10
							3	2	0
Special Education Enrollment:				**Suspensions:** ***(OSYD Reporting) - Total Number*:**					
(As October 31)	2007-08	2008-09	2009-10	*(As of June 30)*			2007-08	2008-09	2009-10
# in Self-Contained Classes	7	17	21	Principal Suspensions			32	7	TBD
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions			38	89	TBD
Number all others	15	17	21						
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number*:					
				(As of October 31)			2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants			0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants			0	0	0
# in Transitional Bilingual Classes	0	0	0						

# in Dual Lang. Programs	0	0	0	**Number of Staff** - *Includes all full-time staff*:			
# receiving ESL services only	7	0	19	*(As of October 31)*	2007-08	2008-09	2009-10
# ELLs with IEPs	1	2	5	Number of Teachers	17	17	TBD
These students are included in the General and Special Education enrollment information above.				Number of Administrators and Other Professionals	4	4	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2007-08	2008-09	2009-10	*(As of October 31)*	2007-08	2008-09	2009-10
	1	2	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	0	11.8	TBD
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	35.3	47.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	*% Masters Degree or higher*	76	82	TBD
American Indian or Alaska Native	0.4	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	66.7	81.8	TBD
Black or African American	74.7	76.8	74.7				
Hispanic or Latino	22.6	22	24.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	0.8	1				
White	0.9	0	0				
Multi-racial							
Male	52	60.2	59.3				
Female	48	39.8	40.7				

2009-10 TITLE I STATUS				
☑ Title I Schoolwide Program (SWP)	☐ Title I Targeted Assistance		☐ Non-Title I	
Years the School Received Title I Part A Funding:	☑ 2006-07	☑ 2007-08	☑ 2008-09	☑ 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: **Yes** ☐ **No** ☑	**If yes, area(s) of SURR identification:**		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
In Good Standing (IGS)	☑		
Improvement Year 1	☐		
Improvement Year 2	☐		
Corrective Action (CA) - Year 1	☐		
Corrective Action (CA) - Year 2	☐		
Restructuring Year 1	☐		
Restructuring Year 2	☐		
Restructuring Advanced	☐		
Individual Subject/Area AYP Outcomes:			
Elementary/Middle Level		**Secondary Level**	
ELA:	Y	ELA:	
Math:	Y	Math:	
Science:	Y	Graduation Rate:	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:			

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results - 2008-09		**Quality Review Results - 2008-09**	
Overall Letter Grade	D	**Overall Evaluation:**	Δ
Overall Score	35.7	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	►
School Environment (Comprises 15% of the Overall Score)	0	Quality Statement 2: Plan and Set Goals	Δ
School Performance (Comprises 25% of the Overall Score)	16.6	Quality Statement 3: Align Instructional Strategy to Goals	Δ
Student Progress (Comprises 60% of the Overall Score)	16.8	Quality Statement 4: Align Capacity Building to Goals	►
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	►

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

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Through the implementation of the school based inquiry and instructional teams a comprehensive review MS 344 data was conducted to analyze patterns and trends in student achievement. The data from sources such as standardized test scores, school based inventories, running records, student surveys, teacher observations, both formal and informal, and learning walks reveals the strengths, accomplishments and challenges in English Language Arts and Mathematics. This is the school's second year implementing data driven instruction, Teacher Assessment Binders and utilizing multiple sources of data to support students in meeting proficiency in New York State Learning and Performance Standards.

Student achievement data in English Arts and Mathematics was disaggregated using the information from the Gains Report. We then analyzed performance and progress by grade, by class, by subgroup and finally by individual student. The overall analysis consists of looking at performance and student progress over a three year period which is inclusive of our ELL and Special Education population. The school's progress report, quality reviews and learning environment surveys were also analyzed over a two year period. Patterns trends and findings are shared with all members within the school community including the School Leadership Team, teachers, parents and students. The findings reveal that MS 344 is considered a school in good standing and a significant percentage of our student population make at least one year's progress in both English Language Arts and Mathematics.

All ELA teachers have a standard based curriculum map and monthly pacing calendars focused on the explicit teaching of writing, reading comprehension skills, as well as targeted reading instructional strategies to address a variety of comprehension needs. Additionally, professional development programs focused on intervention strategies and differentiated instructional programs to individualized student learning in all grades. A Balanced Literacy approach, using the Workshop Model, will be in place for the 2009-2010 school year.

An analysis of results in English Language Arts for grades 6, 7 and 8 for 2007-2008 and 2008-2009 that scored at or above Level 3 respectively indicates that:

Grade	2007-2008 ELA	2007-2008 Math	2008-2009 ELA	2008-2009 Math
6	10 %	37 %	31 %	33 %
7	47%	80 %	40 %	48 %
8	15%	38 %	37 %	49 %

Overall, for 2007-2008, 29.4% of our students were proficient in English Language Arts, while 58.6% were proficient in Mathematics.

Overall, for 2008-2009, 38.1 % of our students were proficient in English Language Arts, while 47 % were proficient in Mathematics.

English Language Arts Patterns and Trends:

This could be the result of hiring a full time Literacy Coach, utilizing appropriate assessment materials to identify students weaknesses and strengths, setting student goals, increasing the number of ELA teachers and, they in turn, developing school wide standards based ELA curriculum. For the academic year 2009-2010, America's Choice Writing Aviator program was introduced for Level 3 and above students. Ramp Up was introduced to Level 1 and Level 2 students. Professional development and on site technical assistance was made available to the staff to implement this rigorous program. Common planning periods and Department Inquiry Teams were also established. In addition, students who required additional support receive Academic Intervention Services during the school day, after school and on Saturdays.

Mathematics Patterns and Trends:

As of 2008, licensed mathematics teachers were hired. The department adopted a standards based curriculum map and pacing calendars which were provided by Impact Mathematics. This provides the students with a more comprehensive approach to retention of mathematics concepts and skills. Teacher Center was established. The specialist is a trained teacher of mathematics who provides individual coaching and support. Professional development and on site technical assistance was made available to the staff to implement the Impact Mathematics program. Common planning periods and Department Inquiry Teams were also established. In addition, students who required additional support receive Academic Intervention Services during the school day, after school and on Saturdays.

Grade Number of Students	ELA Level 1	Math Level 1	ELA Level 2	Math Level 2	ELA Level 3	Math Level 3	ELA Level 4	Math Level 4
6	0	4	14	5	15	16	0	4
7	1	5	28	23	28	23	0	3
8	2	7	41	36	37	44	0	0

An analysis of results for grades 6, 7 and 8 for the two year period from 2007 to 2009 indicate that:

- **62 % of our 2009 incoming sixth grade students performed at Level 3 in Mathematics.**
- **49 % of our 2008 sixth grade students, who are now in grade 7, performed at Level 3 in Mathematics.**
- **37 % of our 2007 sixth grade students, who are now in grade 8, performed at Level 3 in Mathematics.**

Efficient use of data is one of the foundations for positive change and student achievement at Middle School 344. New practices implemented in the 2008-09 school year, under the leadership of the Inquiry Team, focused the staff on developing a school-wide culture that values data. The use of both quantitative and qualitative data is used to drive instruction and, where necessary, to individualize instructional plans for students. The Inquiry Team has made a consistent effort to ensure that staff understands, evaluates, uses, and shares the data with students and parents.

At the beginning of the school year, and on a continuing basis, teachers were provided with student and other school data. For the school year 2009-2010, Department Inquiry Teams were established to continue conversations around student achievement, learning goals, and individualized instructional plans. The Inquiry Team process has been implemented with full integrity.

a. Identifying student strengths and weaknesses.
b. Providing clarifying questions or ideas of what to look for in the data.
c. Providing guidance so teachers make the connection between data and the instructional program.
d. Continuing with school data, followed by class and ultimately individual student data.
e. Disaggregate data to make comparisons by subgroups such as gender and ethnicity.
f. When possible, provide teachers with their own printouts (of data) to which they can refer.

The 2009-2010 school years' Inquiry Team has implemented an action plan. The action plan is to help train and support teachers in setting effective goals for all students with the emphasis on aligning those goals with standard curriculum and annual school-wide goals. Additionally, it establishes a

school-wide culture to support student self-assessment where students play an integral role in developing academic, social, and emotional goals.

There is a need for more highly qualified core teachers. There is a need to decrease the number of multiple holdovers and overage students. In terms of space limitations, we are continuously looking for creative ways to utilize our space and to decrease class size. This often becomes problematic since there are only 16 classrooms and 9 classes of students that must be serviced in the building.

Together, with members of the School Leadership Team and the Parent Teachers Association, MS 344 hopes to exceed its goals as outlined for the 2009-2010 school year.

Our newly hired Parent Coordinator's focus has been on enhancing and increasing parental involvement. MS 344 has a real need to bridge the gap between home and school in order for all students to enter the sphere of success. Parent outreach includes a more personal approach such as phone calls, written correspondence, workshops, during and after school hours, and networking with Community Based Organizations that focus on family engagement and support. Our Parent Coordinator collaborates with members of the School Leadership Team and the Parent/Teacher Association to develop and implement strategies for parents and teachers to use in working with our students (attendance concerns, academic issues, etc.). Under the Parent Coordinator's leadership our parents will participate in workshops especially designed to support at home student learning and achievement.

It is our goal to improve overall parent engagement via enhanced communication between all members within the school community. Middle School 344 is a school where parents are valued and welcomed, a place where parents visit not only to see how their child is doing, but to engage in the content and curriculum that our students must learn.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. ***Notes:*** *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.*

Annual Goal	Short Description
To continue to improve the tone and culture of the school environment.	By June 2011, all stakeholders will take a proactive role in establishing and maintaining consistent expectations for learning and behavior.
To continue to improve the quality of teaching and learning.	By June 2011, all teachers will provide rigorous and challenging lessons on a daily basis and engage in ongoing analysis of student achievement on formative assessments. All t eachers will use data to plan lessons that will meet students' individual learning needs.
To increase literacy proficiency across the content areas with an emphasis on building reading comprehension and writing skills.	By June 2011, all staff will increase their capacity to deliver research based ELA strategies and differentiated intervention to achieve one year's growth for all students. All teachers will develop their capacity across content areas to target and improve students' writing skills.
To develop a system to improve staff member's assessment literacy.	By June 2011, all teachers will be involved in the Inquiry Process to track students' progress throughout the year by monitoring and revising student achievement on periodic and classroom assessments on an ongoing basis.

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) : **All subjects**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To continue to improve the tone and culture of the school environment.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• To improve collaboration with staff and among staff through the development and implementation of Teacher Teams. • Reduce the number of Level 3-4 incidents in the classroom. • Continue to have a high level of communication with parents, staff and students.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	Coach $92, 793 UFT Teacher Center Specialist $87, 201 Lead Teacher $79, 798
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Formal and informal observations-bi-weekly and monthly with immediate feedback Student incentives and assemblies

	Section Sheet to monitor student behavior and reduction of OORS Informal and formal communication with parents, staff and the community at large

Subject Area (where relevant) : **All Subjects**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To continue to improve the quality of teaching and learning.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Teachers will provide rigorous and challenging lessons on a daily basis. • Engage in ongoing analysis of student achievement on formative assessments. • Teachers will use data to plan lessons that will meet students' individual learning needs.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	Coach $92, 793 UFT Teacher Center Specialist $87, 201 Lead Teacher $79, 798

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	□ • Establishing clear expectations for instruction in regard to rigor and expectations for children's work. • Professional development • Establish a system for Learning Walks that include members of the staff learning from each other. • Disseminate data to teacher's regularly to have them analyze • SMART Goals • Utilize the Teacher Data Initiative • Assessment literacy

Subject Area (where relevant) : **All Subjects**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	□To increase literacy proficiency across the content areas with an emphasis on building reading comprehension and writing skills.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	□ • Increase staff capacity to deliver research based ELA strategies and differentiated intervention to achieve one year's growth for all students. • Develop teacher capacity across the content areas to target and improve students' writing. • Teachers will analyze student baseline writing on an ongoing basiss to determine student strengths and areas of need in writing. • Teachers will participate in an inquiry team study to determine best practices for improving student writing. • Increase ELA scores by 5% • Increase Math scores by 5%

Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	Coach $92, 793 UFT Teacher Center Specialist $87,201 Lead Teacher $79,798 America's Choice Consultants $1, 500 Network Support Specialists $50,000
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Student academic goals • Teacher Data Binders • Teacher professional goals • Grade Team Data Meetings (minutes and agendas) • Teacher lesson plans • School Professional Development Plan • Curriculum Team Meetings (minutes and agenda) • Informal and formal observations • Student writing portfolios

Subject Area (where relevant) : **All Subjects**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To develop a system to improve staff member's assessment literacy.

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ • Data will be disseminated to teachers on an ongoing basis. • Coaches will provide training on data analysis. • Coaches will provide training on how the data from Periodic Assessments/classroom assessments should be used to design/determine targeted lesson planning for students • Inquiry teams developed by departments and facilitated by coaches. • Lead Teacher support of teachers of students with Special Needs to implement Inquiry Process
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐ Coach $ 92, 793 UFT Teacher Center Specialist $$87, 201 Lead Teacher $ 79, 798
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐ • Timetable for assessment data collection • Review of interim/midterm data during common planning meetings • Revised action plans • Agendas and minutes from meetings • ARIS Inquiry Communities for specific subject areas • Lesson plans created/adapted to meet students needs based on data gathered from assessments, class work, monitoring

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	11	11	11	11	11			
7	40	40	40	40	20			
8	72	72	72	72	50	11	11	
9								
10								
11								
12								

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

o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.

o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

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:	The AIS services offered to our students include the following programs: Grades 6 and 7 ELA teachers are also preparing students for the Editing component of the NYS ELA using the Standards based Editing program. Teachers are utilizing the Kaplan Test Companion during the 371/2 Minutes tutorial instruction. The Wilson Reading Program is provided to students identified as having lower level decoding deficiency. The English Language Arts Coach, ESL teacher, and SETTS teacher provide AIS services to students who are Level One, Level Two, with Special Needs, and English Language Learners. The ESL teacher incorporates skill building and reinforcement of English Language Arts instruction for English Language Learners. Students in need of rigorous instruction in ELA attend our "Saturday Academy". Parent workshops have been held for parents of at risk students to strengthen the home-school connection. Services will be evaluated for effectiveness every 6 weeks using results from the embedded assessments.
Mathematics:	The AIS services offered to our students include the following: Grades 6 and 7 ELA teachers are also preparing students for the Editing component of the NYS ELA using the Standards based Editing program. Teachers are utilizing the Kaplan Test Companion during the 371/2 Minutes tutorial instruction. The Wilson Reading Program is provided to students identified as having lower level decoding deficiency during the school day. The English Language Arts Coach, ESL teacher, and SETTS teacher provide AIS services during the day to Level One, Level Two students, Students with Special Needs, and English Language Learners. The ESL teacher incorporates skill building and reinforcement of English Language Arts instruction for English Language Learners. The improvement of math skills is addressed at our "Saturday Academy". Parent workshops have been held for parents of at risk students to
Science:	Science teachers are utilizing the Kaplan Science Advantage series to provide small group instruction to students both during and after school. The series is accompanied with a Test Companion to assess students' strengths and weaknesses for the Written and Performance portion of the NYS Science exam. All students are receiving additional tutoring during the day

	and after school to focus on Lab Skills and use of scientific tools. NYS Measuring Up series is also used to supplement the blended Glencoe curriculum offered to students during the school day.
Social Studies:	Social Studies teachers are utilizing the NYS Measuring Up series to support students' strengths and weaknesses in responding to Document Based Questions and completing responses. Small group instruction is provided to students during the day and after school three times a week. Students who experience difficulty with basic Social Studies skills receive one on one tutoring during the day on an as needed basis.
At-risk Services Provided by the Guidance Counselor:	The Student Intervention Team has identified a core group of 60 students who require At-Risk counseling. Students identified receive counseling three times a week in an individual or group counseling setting. The partnership with Turnaround for Children Inc. provided the counselor with activities to address students' social, emotional, academic, and character development. The effectiveness of this service is measured through the reduction of weighted classroom incidents as evidenced by OORS and the decrease of students failing classes.
At-risk Services Provided by the School Psychologist:	**N/A**
At-risk Services Provided by the Social Worker:	The Student Intervention Team has identified a core group of 60 students who require At-Risk counseling. Students identified receive counseling three times a week in an individual or group counseling setting. The partnership with Turnaround for Children Inc. provided the counselor with activities to address students' social, emotional, academic, and character development. The effectiveness of this service is measured through the reduction of weighted classroom incidents as evidenced by OORS and the decrease of students failing classes.
At-risk Health-related Services:	**N/A**

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)
N/A

Number of Students to be Served:
LEP N/A
Non-LEP N/A

Number of Teachers N/A
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.

☐N/A

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.

☐N/A

Section III. Title III Budget

–

School: N/A
BEDS Code: 310500010344

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	N/A	☐N/A
Purchased services - High quality staff and curriculum development contracts	N/A	☐N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	☐N/A
Educational Software (Object Code 199)	N/A	☐N/A
Travel	N/A	☐N/A
Other	N/A	☐N/A
TOTAL	**0**	

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.

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.

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.

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.

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.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	$183,272	$23,191	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	$1, 833		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$9, 164	*	
4. Enter the anticipated 10% set-aside for Professional Development:	$18, 327	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
80%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The activities and strategies that MS 344 is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year is teacher recruitment. Administration will attend citywide teacher recruitment fairs, network with colleagues to obtain high quality teachers, and attend college recruitment fairs.

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

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

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

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.
☐See below

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

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

Title 1 School Wide Programs
Parent Involvement Plan
2010-2011

- MS 344 will provide an annual meeting to describe the components of the Title 1 School Wide Programs.

- Study Skills and Habits, and ENACT Workshops focused on the adolescent. Curriculum information will be disseminated to all parents on Meet the Teacher night which is held early in the fall semester. Parent-Teacher conferences will provide further opportunities for parents to learn about their child's progress and how they can help their child succeed in school

- Our school's representative to the District Title 1 Parent Committee is our PTA President Deneane Brown or her designee.

Principal Signature_____
PTA President Signature_____
UFT Chapter Leader Signature_____

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

The Academy of Collaborative Education M344
Title 1 School Wide Programs
School – Parent Compact
2008-2009

The purpose of the school-parent compact is to communicate a common understanding of home and school responsibilities in order to assure that every child achieves a standard of excellence in a nurturing environment that foster core values of cooperation, respect, understanding and trust.

THE SCHOOL:

1. Maintain full awareness of your child's needs and always plan appropriately to meet them
2. Ensure that your child clearly understands their goals for learning
3. Teach necessary concepts to your child in an engaging and motivating way
4. Maintain high expectations for behavior and work
4. Regularly communicate with you and other teachers about your child's progress

Teacher Signature Date
_____

STUDENT:

I know my education is important to me. It will help me become a better person and have a successful future. I know my parents want to help me, but I am the one who has to do the work.

Therefore, I agree to do the following:

1. Work towards the learning goals that my teachers set for me
2. Behave in a way that helps me to learn in all lessons and follow the **Student Bill of Rights**
3. Be at school on time and attend regularly unless I am sick
4. Accept the consequences for poor work, inappropriate conduct in school
5. Ask for help when needed

Student Signature Date
_____

The Academy of Collaborative Education M344
Title 1 School Wide Programs

School – Parent Compact
2008-2009

PARENT/CAREGIVER:
I realize that my child's years are very important. I also understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:
1. Give my child a quiet place to study.
2. Encourage my child to complete his/her homework
3. Make sure my child gets enough sleep each night
4. Make sure my child is at school on time
5. Support the school in encouraging my child to behave well
6. Attend parent conferences and communicate with the school regularly

Parent/Caregiver Signature Date

_____

Emergency Phone2

In signing this contract, we accept that we have understood the consequences of failing to meet the agreements it contains.

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.

Through the implementation of the school based inquiry and instructional teams a comprehensive review MS 344 data was conducted to analyze patterns and trends in student achievement. The data from sources such as standardized test scores, school based inventories, running records, student surveys, teacher observations, both formal and informal, and learning walks reveals the strengths, accomplishments and challenges in English Language Arts and Mathematics. This is the school's second year implementing data driven instruction, Teacher Assessment Binders and utilizing multiple sources of data to support students in meeting proficiency in New York State Learning and Performance Standards.

Student achievement data in English Arts and Mathematics was disaggregated using the information from the Gains Report. We then analyzed performance and progress by grade, by class, by subgroup and finally by individual student. The overall analysis consists of looking at performance and student progress over a three year period which is inclusive of our ELL and Special Education population. The school's progress report, quality reviews and learning environment surveys were also analyzed over a two year period. Patterns trends and findings

are shared with all members within the school community including the School Leadership Team, teachers, parents and students. The findings reveal that MS 344 is considered a school in good standing and a significant percentage of our student population make at least one year's progress in both English Language Arts and Mathematics.

In carefully reviewing our data we have identified a need to increase the percentage of students making proficiency in ELA by 5% (14.7%) to meet and/or exceed the standards. We also need to increase the number of students making one year's progress by 5% (2.8%) in ELA which includes an increase in moving students from level 3 to level 4. Close analysis of the mathematical data revealed a need to increase the percentage of students from level 3 to level 4. In addition, data taken from 2007-2008 and 2008-2009 learning environment surveys, reveal a need to focus on increasing student attendance as well as parent communication and engagement , and improve procedures, protocols and strategies for increased safety and respect between individuals within the school community by 5% (.8%)

Results on the New York State ELA during the 2006-2008 and 2007-2009 school years were sub standard. An analysis of periodic assessments from ACUITY and school based inventories concluded that students were deficient in basic reading comprehension skills. The new principal, in her second year, has stabilized the ELA Department with a structured focus on lesson planning, professional development and the delivery of research based instructional strategies. In September 2008, a more strategic and purposeful professional development program to support Balanced Literacy instruction was developed for the English Department. A highly qualified and competent literacy coach was hired to support teachers in the delivery of Balanced Literacy using the Workshop Model. An additional licensed English teacher was hired to exchange best practices and teach ELA. All ELA teachers have a standard based curriculum map and monthly pacing calendars focused on the explicit teaching of writing, reading comprehension skills, as well as targeted reading instructional strategies to address a variety of comprehension needs. Additionally, professional development programs focused on intervention strategies and differentiated instructional programs to individualized student learning in all grades. A Balanced Literacy approach, using the Workshop Model, will be in place for the 2009-2010 school year.
2. Schoolwide reform strategies that:

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

Setting school-wide protocols that reflect student achievements across the content areas.
AIS services

Teachers Inter visitation

Setting high expectations in all areas

Modeling exemplary instruction

Test prep materials

Editing workshops

Professional development books for teachers

Professional development in/out of school for teachers

Use of workshop model

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

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - MS 344 will increase the quality of learning time through the Saturday Academy program, 37.5 minutes before the school day begins, and the 21st Century After School program. These programs will provide instruction, enrichment, and recreational activities for struggling and on grade level learners including English Language Learners and Students with Special Needs.

- o Help provide an enriched and accelerated curriculum.
  - The America's Choice Writing Aviator program for on grade level learners is provided to Level 3 and 4 students. This research based program is designed to improve students' reading comprehension and writing skills.

- o Meet the educational needs of historically underserved populations.
  - MS 344 will meet the educational needs of historically under served populations through the implementation of research based programs for target core subjects, curriculum mapping, core standards, and test sophistication skills.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - The America's Choice Ramp Up program for low performing students who are reading two years below grade level. This research based program is designed to improve students' reading comprehension and writing skills inclusive of test sophistication skills.

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

3. Instruction by highly qualified staff.
- Ensure that Teachers are working under the appropriate license areas as evidenced by their state certificates.

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.
See action plans 1-4.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
School Administrators will attend Teacher Recruitment Fairs to select high-quality teachers, seek assistance from the Teaching Fellows Office, and use research interview techniques to select highly qualified and motivated teachers to a high needs school. We will also apply for incentives for teachers to teach in a high-needs school such as loan forgiveness, and Teachers of Tomorrow Program.

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

Establish a parent volunteer program

Multi-Cultural Celebration

Parent workshops that address literacy at home

Library Cards

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Core Meeting, suggestion box, monthly breakfast with Principal, monthly staff meetings, opportunities for teacher to share best practices.

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.

37.5 minutes
Guidance Intervention

After school Program

In-School AIS services

Saturday Academy

Enrichment for Advanced Students

Regents Prep for Advanced Students

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.

G.R.E.A.T. Program

TEENS PACT

Rachel Ray Nutrition Program

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)
Explanation/Background:

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

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

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

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

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

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

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

Program Name	**Fund Source** *(I.e., Federal, State, or Local)*	**Program Funds Are "Conceptually"[1] Consolidated in the Schoolwide Program**			**Amount Contributed to Schoolwide Pool** *(Refer to Galaxy for school allocation amounts)*	**Check (X) in the left column below to verify that the school has met the intent and purposes[2] of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.**	
		Yes	**No**	**N/A**		**Check(x)**	**Page#(s)**

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

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

All schools must complete this appendix.

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

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

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Part A:

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.)
   7
2. Please describe the services you are planning to provide to the STH population.

MS 344 will offer the following services to Students in Temporary Housing as outlined below:

1. At risk counseling services with the student's assigned guidance counselor and/or social worker on a weekly basis to discuss an action plan to support students' academic, personal, social, and emotional development.

2. Students will be provided incentives to support their learning deficits and address their Temporary Housing needs via AIDP funds.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

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

File Name - 28_05M344_121010-133044.doc

Part II: ELL Identification Process

1. The initial identification of possible ELL students begins with an interview of all new registrants and their parent. The Home Language Identification Survey (HLIS) is also completed. If another language is spoken at home, the child is automatically administered the LAB-R exam by the ESL teacher. The LAB-R is completed within the first ten (10) days of that child's admittance. Once the child's English literacy level has been determined, the ESL teacher follows the mandate defining the appropriate amount of time the student shall receive.
   The certified ESL teacher implements the program providing instruction for bridge groups (grades 6-8) using ESL blended approach to teaching reading and writing. The ESL program follows a pull-out/ push-in model, designed in concert with the target students, in all grades receiving remediation, extension and/or enhancement language activities. ELL students, in the program, focus on language refinement activities such as word study (spelling patterns and rules), vocabulary, word forms according to verb tenses and plurality of nouns and figurative language. We also include reading comprehension, language arts and writing process mini lessons, to help the student with their regular English Language Arts class as well as other subjects in the content areas. The tasks, such as group projects, essays and journal writing, are assigned in order to enhance their language acquisition. These activities are also utilized to prepare the students for their annual assessments including, but not limited to, the NYSESLAT exam.

2. The Free Standing English as a Second Language (ESL) Program at M.S. 344/ ACE is an offshoot of the school's operation as a small middle school. Presently, the school has approximately 9% of English Language Learners (ELLs) from the total student population.

Considering the number of ELLs in the school building- 13 students from grade 6-8- ACE has to opt for the Free Standing ESL program which is the only available model of ELL program that meets both the requirements of the New York City Department of Education, as well as the New York State Education Department. Parents of the ELLs are informed as to their options in terms of program choices that are available to their children at the Parent Orientation. Every time a new ELL is identified and admitted to the school, the parent is notified by letter and followed up by a telephone call as to the child's placement in the Free Standing ESL Program explaining the program components and requirements. The other two models of ELL programs, which may be available at other schools within the district or the borough's jurisdiction, are also explained to the parents as they will need to make an informed decision for the child's education.

3. At M.S. 344, entitlement letters are distributed by the certified ESL teacher to the identified ESL students. The letters are sent home, with the ESL students, for their parents to sign. The letter not only explains the entitlement of the student, but also informs the parents of a scheduled orientation. The Parent Survey and Program Selection forms are distributed to the parents at the Parent Orientation.

4. The criteria and procedures used in the placing of identified ELL students into our Freestanding ESL program, begins with the administration of the LAB-R exam. The ESL teacher uses the results of the exam to determine the level of the students for instructional grouping. The ESL teacher then informs the child and parent of the students' ESL level status. The ESL teacher also informs the students of the goals the teacher has set for the students, including the expectations held for the state exams, especially the NYSESLAT.

5. After reviewing the Parent Survey and Program Selection forms for the past couple of years, parents have overwhelmingly chosen to keep their child in the

Freestanding ESL program we provide at ACE. There have been thirty-seven ESL students entered into the program at ACE (grades 6-8). Only five students have decided to go elsewhere.

6. Based on the Parent Surveys and open line of communication with parents of the ELL students, the program model offered at ACE is aligned with parent requests.

Part IV: ELL Programming

1. The ELL students at ACE are spread across the three grades (6-8). The only available program is the Freestanding ESL program.
    a. The organizational models used are both the Push-In [Co-Teaching] and Pull-Out models.
    b. The program models used are a combination of both the Heterogeneous and Homogeneous models.

2. The staff is informed of the identified ESL students and their classes through a school-wide memo. Included in the memo, is the mandated number of minutes to be provided to the students. The ESL teacher creates a schedule which clearly defines which periods the groups of ELLs will be seen during the week. Those teachers, whose classes the ESL teacher will be Pushing-In and/or Pulling-Out of, are given copies of the schedule. In all, the ESL teacher and the staff work hand in hand to provide rigorous and meaningful instruction.
    a. The ESL teacher, after determining the levels of the students, creates a schedule to designate and accommodate when and where instruction will be effective. Complying with the mandate, the ESL teacher provides eight forty-five minute periods per week with the beginner and intermediate level students. The advanced students will receive four forty-five minute periods of instruction per week. The students receive services following the Push-In/ Pull-Out organizational models.

3. The program model used at ACE is Freestanding ESL, due to the small number of ELL students in the student population. As these students are dispersed among the

6th-8th grade classes, they are placed within the general population classes. Therefore, the content areas are delivered via the general education courses. The ESL teacher provides support by pushing-into these periods and working with the ELL students in heterogeneous groups. The ESL teacher also pulls out the ELL students to reinforce what the students are learning in their content area classes through contextual literacy practices and exercises, as well as strategies which provide these students with the ability to foster understanding on the subject matter.

4. All ELL students receive a rigorous level of instruction and differentiation takes place throughout. All ELL students understand that their main educational objective is to produce quality work on each individual's level.

    a. Once SIFE students are admitted into the school, they are tested (LAB-R) in order to determine their level of English proficiency. They are then placed in one of the ESL teacher's groups, based on their class and level. As these students are usually beginner or low-intermediate level students, they receive more pull- out instruction. The ESL teacher works on building these students vocabulary and understanding through context-based instruction. By using the students' prior knowledge on specific subject matter, instruction becomes more meaningful to them.
    b. ELL students with less than three years in the United States receive rigorous instruction. Since ELL students are required to take the ELA exam after only one year of instruction, these students receive context-based and strategy-based instruction. Prior knowledge is accessed for understanding. Strategies, such as the use of context clues, are introduced and applied to everyday instruction in order to prepare for the ELA exam.
    c. ELL students receiving 4-6 years of service are provided with both context and content- based instruction. Reading strategies are reinforced and more challenging (for example: from prediction to making inferences)

d. Long-Term ELL students' plan includes more focus on enhancing writing skills. All ELL students are required to write daily journal entries. Long-Term ELL students are required to write no less than one page daily. Though there are Long-Term ELL students with varying degrees of proficiency, this forces them to become more detail oriented and detail specific in their writing which in turn will produce a higher level of writing.
e. ELL students with special needs are provided instruction aligned with mandates of the students' IEP. The students receive the same level appropriate work with modifications, while the delivery is specific to the IEP.

Part B

5. The targeted intervention programs for ELL students include the morning intervention program which meets from 8:02 A.M. to 8:40 A.M., Monday thru Thursday and the 21st Century afterschool program which meets Monday thru Thursday from 3:00- 6:00 P.M.
6. Plans for the continuing transitional support for ELLs identified as proficient after the NYSESLAT, include peer mentoring with current ELL students in their content area classwork as well as weekly check-ins with the ESL teacher as they need to maintain their own level of proficiency.

7. A new program being considered for the upcoming school year is a Listening/ Speaking Center where students can record and listen to themselves speak. It would also allow them to track their own progress.

8. None of our programs will be discontinued.

9. The ELL students are dispersed throughout the population. They are automatically afforded equal access to all school programs. After school and

supplemental services offered to ELLs in our building include: Homework Help Tutoring, Chorus, Cooking Club, Rugby, Robotics, and the school newspaper.

10. The institutional materials used to support ELLs include the following: "Shining Star" textbooks and workbooks (from Intro to Level B), Oxford Monolingual Picture Dictionary, "Keys to Learning: Skills and Strategies for Newcomers" textbooks and workbooks, Webster's Dictionary/ Thesaurus, Webster's Notebook Dictionary (English, Spanish/ English), NYSESLAT and New York State ELA and Math workbooks and test prep guides, Smart Boards and laptops (helpful for translation).

11. With more than six native languages spoken by our ELL students, support in their native language is very limited. We do have faculty support helping students who speak Spanish, French, and Haitian- Creole. Not all language support is available.

12. Services and resources do support and correspond, respectively, to Ell students' ages and grade level. Instructional materials on hand are used for development. The materials are modified and tailored to the children's special needs.

13. N/A

14. The language elective offered to ELL students is the same offered to the general population students: Spanish.

Part V: Assessment Analysis-B

1. The assessment tool used at ACE is the "W.R.A.P. Kit: An Informal Writing and Reading Assessment Profile." The W.R.A.P. Kit is used to assess ELL students' early literacy skills. The assessment provides us with the data indicating in which modalities the ELLs need improvement. For example, we can simultaneously assess the ELL students' listening comprehension as well as the recognition of writing structures such as rhyme scheme. The results of the "Kit" provide us with

the data needed to form both heterogeneous and homogeneous groupings based on the scores and skill areas.

2. The data patterns across the proficiency levels reveal that the majority of ELL students are passing the listening/speaking parts of the exams (LAB-R and NYSESLAT). The areas of focus, where help is most needed, is in the reading/writing parts of the test.

3. As a result of the data, the ESL teacher uses the patterns across the NYSESLAT modalities to pair/group the ESL students. The teacher can pair up students with lower scores with those receiving higher scores. This peer mentoring helps to make lessons more interesting and meaningful. The patterns also reveal the areas of study in which the students need more practice.

4. a. According to the data, the patterns across proficiencies and grades reveal that little more than half of the ELL students, tested in English, scored a Level 1 in State ELA and Math Tests.

   b. The ELL periodic Assessments are used by the ESL teacher in order to mark the progression/ regression of the ELL students. The assessments inform the ESL teacher of the strands needed to be specifically focused upon, as well as those the students are excelling in. The school leadership and teachers are using the results of the Periodic Assessments to identify the targeted students for our Inquiry Team work, develop our groups for the extended day program based on abilities, identify intervention resources, and inform our classroom level instruction.

   c. The school has determined that ELL students are learning through listening and speaking modalities more readily than through reading and writing. The Periodic Assessments also inform the school on which strands to focus instruction.

5. N/A
6. We evaluate the success of our Freestanding ESL program for ELL students through a number of ways. Periodic Assessments, both ELL and otherwise, provide us with a type of formal evaluation. The data obtained from these assessments inform us on the specific strands being taught and how knowledgeable the ELLs are during testing. We also use informal methods to evaluate the ELLs. These methods include, but are not limited to, student read-alouds, written assignments with a decreasing number of errors (grammatical, punctuation, etc.), conversational interactions with the teachers and fellow students, journal writing, and a broadening vocabulary and its use.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Academy of Collaborative Education								
District:	5	**DBN:**	05M344	**School**		310500010344			

DEMOGRAPHICS

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

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	40	35	12
Grade 7	121	55	42
Grade 8	91	97	75
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	2	7	2
Total	254	194	131

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	17	21	13
# in Collaborative Team Teaching (CTT) Classes	0	0	0
Number all others	17	21	17

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	0	19	TBD
# ELLs with IEPs	2	5	TBD

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

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
	87.5	87.7	83.3

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	92.2	88.3	91.8

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	72.7	76.4	87.1

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	9	19	16

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	3	2	0

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	32	7	43
Superintendent Suspensions	38	89	31

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	17	17	19
Number of Administrators and Other Professionals	4	4	5
Number of Educational Paraprofessionals	0	0	2

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)	1	2	32	% fully licensed & permanently assigned to this school			100.0	100.0	92.3
				% more than 2 years teaching in this school			0.0	11.8	31.6
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			35.3	47.1	63.2
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			76.0	82.0	79.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers			66.7	81.8	91.9
Black or African American	76.8	74.7	77.1						
Hispanic or Latino	22.0	24.2	19.8						
Asian or Native Hawaiian/Other Pacific	0.8	1.0	0.8						
White	0.0	0.0	1.5						
Male	60.2	59.3	58.8						
Female	39.8	40.7	41.2						

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,							

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		**Secondary Level**	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	F	**Overall Evaluation:**	NR
Overall Score:	13.7	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	2.8	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	1.4	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	
Student Progress:	8.7		
(Comprises 60% of the			
Additional Credit:	0.8		

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

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 6	District 05	School Number 344	School Name Acad. of Collabo Ed

Principal Rashaunda Shaw	Assistant Principal N/A
Coach type here	Coach type here
Teacher/Subject Area type here	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Debra VanNostrand	Other type here

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	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	109	Total Number of ELLs	13	ELLs as Share of Total Student Population (%)	11.93%

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.

1. The initial identification of possible ELL students begins with an interview of all new registrants and their parent. The Home Language Identification Survey (HLIS) is also completed. If another language other than English is spoken at home, the child is automatically administered the LAB-R exam by the ESL teacher. The LAB-R is completed within the first ten (10) days of that child's admittance. Once the child's English literacy level has been determined, the ESL teacher follows the mandate defining the appropriate amount of time the student shall receive.
The certified ESL teacher implements the program providing instruction for bridge groups (grades 6-8) using ESL blended approach to teaching reading and writing. The ESL program follows a pull-out/ push-in model, designed in concert with the target students, in all grades receiving remediation, extension and/or enhancement language activities. ELL students, in the program, focus on language refinement activities such as word study (spelling patterns and rules), vocabulary, word forms according to verb tenses and plurality of nouns and figurative language. According to the National Reading Panel, Phonemic Awareness Instruction is definitely important. Our strategy consists of blending the analytic, embedded and synthetic approaches of phonemic awareness instruction. We also use technology to promote reading comprehension. Programs such as ACUITY, allow for a scaffold approach to teaching Phonemic Awareness and other skills necessary to promote literacy and fluency. The use of technology also allows the teacher the opportunity to facilitate group discussion through reading; providing a genuine and meaningful learning opportunity for the students
We also include assessments such as the Writing and Reading Assessment Profile (W. R. A. P.) that is administered four times during the school year. Orbit W.R.A.P. uses a mix of fiction and non-fiction to reflect the real reading demands of these grade levels. The teacher guide provides a correlation to Developmental Reading Assessment and other systems. W.R.A.P. is an informal assessment, designed to inform instruction. The teacher and the methods and materials she/he uses to teach, guided by information from assessment, will make an impact on reading growth.

There is a National Reading Panel (NRP) research document which states the following:
"A number of informal procedures can be used in the classroom to assess fluency. Informal reading inventories (Johnson, Kress & Pikulski, 1987), miscue analysis (Goodman & Burke, 1972) pausing indices (Pinell et al., 1995), running records (Clay, 1972) and reading speed calculations (Hasboruck & Tindal, 1992). All these assessment procedures require oral reading of text, and all can be used to provide an adequate index of fluency... To ensure that students do not focus solely on fluency – at the expense of comprehension – the student is expected to summarize or answer questions about the text." (NRP Reports of the Subgroups, p. 3-9)
In addition, we also include reading comprehension, language arts and writing process mini lessons, to support the student in his/her English Language Arts class as well as other subjects in the content areas. These activities are also utilized to prepare the students for their annual assessments including, but not limited to, the NYSESLAT exam. In preparation for the above, the ESL Teacher has attended or will attend the following professional development sessions: Common Core State Standards for ESL and English Language Arts and Meaningful Literacy sponsored by Hunter College.

2. The Free Standing English as a Second Language (ESL) Program at M.S. 344/ ACE is an offshoot of the school's operation as a small middle school. Presently, the school has approximately 9% of English Language Learners (ELLs) from the total student population. Utilizing the Common Core State Standards, we commenced to focus the program for ELL's and emphasized the use of academic language and its relationship to successful reading comprehension.
Considering the number of ELLs in the school building- 13 students from Grade 6-8 we have a Free Standing ESL program. Parents of the ELLs, through an introductory letter, are informed as to their options in terms of program choices that are available to their children. The parent coordinator did follow-up outreach to all parents of ELL students and provided them with access to ARIS Parent Link. The record of each newly admitted student is carefully examined to determine if he or she should be in an ELL program. Where records are not available, e.g. a refugee from the Haitian earthquake, children are immediately placed into the ELL program following DOE guidelines. The other two models of ELL programs, which may be available at other schools within the district or the borough's jurisdiction, are also explained to the parents, as they will need to make an informed decision for the child's education.

3. At M.S. 344, entitlement letters are distributed by the certified ESL teacher to the identified ESL students. The letters are sent home, with the ESL students, for their parents to sign. The letter not only explains the entitlement of the student, but also informs the parents of a scheduled orientation. The Parent Survey and Program Selection forms are distributed to the parents at the Parent Orientation.

4. The criteria and procedures used in the placing of identified ELL students into our Freestanding ESL program, begins with the administration of the LAB-R exam. The ESL teacher uses the results of the exam to determine the level of the students for instructional grouping. The ESL teacher then informs the child and parent of the students' ESL level status. The ESL teacher also informs the students of the goals the teacher has set for the students, including the expectations held for the state exams, especially the NYSESLAT. We remind all parents of ELL students that there are two other options available as specified in question number 2 above.

5. After reviewing the Parent Survey and Program Selection forms for the past couple of years, parents have overwhelmingly chosen to keep their child in the Freestanding ESL program that we provide. (Where does the 37 come from? History of school or since you became ESL teacher?) There have been thirty-seven ESL students entered into the program at the school. Five possible registrants to MS 344 chose to attend a bi-lingual program.

6. Based on the Parent Surveys and open line of communication with parents of the ELL students, the program model offered at ACE is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ❄ 7 ❄ 8 ❄ 9 ○ 10 ○ 11 ○ 12 ○

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							0	0	0					**0**
Dual Language (50%:50%)							0	0	0					**0**
Freestanding ESL														
Self-Contained							0	0	0					**0**
Push-In							1	8	4					**13**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**8**	**4**	**0**	**0**	**0**	**0**	**13**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	**Newcomers (ELLs receiving service 0-3 years)**	3	**Special Education**	1
SIFE	2	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6 years)**	7

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	2	0	3	0	0	7	0	1	13
Total	**3**	**2**	**0**	**3**	**0**	**0**	**7**	**0**	**1**	13
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	0	0					**0**
Chinese							0	0	0					**0**
Russian							0	0	0					**0**
Bengali							0	0	0					**0**
Urdu							0	0	0					**0**
Arabic							0	0	0					**0**
Haitian							0	0	0					**0**
French							0	0	0					**0**
Korean							0	0	0					**0**
Punjabi							0	0	0					**0**
Polish							0	0	0					**0**
Albanian							0	0	0					**0**
Yiddish							0	0	0					**0**
Other							0	0	0					**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**			
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP		
Spanish													0	0	0	0	0	0	**0**	**0**		
Chinese													0	0	0	0	0	0	**0**	**0**		
Russian													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	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Korean													0	0	0	0	0	0	0	0
Haitian													0	0	0	0	0	0	0	0
French													0	0	0	0	0	0	0	0
Other													0	0	0	0	0	0	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): 0	Number of third language speakers: 0
Ethnic breakdown of EPs (Number): African-American: Asian: Hispanic/Latino: Native American: White (Non-Hispanic/Latino): Other:	

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Albanian							0	0	0					**0**
Other							0	3	0					**3**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**8**	**4**	**0**	**0**	**0**	**0**	**13**

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.

1. The ELL students at ACE are spread across the three grades (6-8). The only available program is the Freestanding ESL program.

a. The organizational models used are both the Push-In [Co-Teaching] and Pull-Out models.

b. The program models used are a combination of both the Heterogeneous and Homogeneous models. The principal meets with the ELL teacher on a periodic basis. At that time, we review the progress of each child in the ELL program. We also ask the academic teachers to evaluate the progress of the students' developing skills in the English Language. The principal informally and formally observes the ESL teacher.

2. The staff is informed of the identified ESL students and their classes through a school-wide memo. Included in the memo, is the mandated number of minutes to be provided to the students. The ESL teacher creates a schedule which clearly defines which periods the groups of ELLs will be seen during the week. Those teachers, whose classes the ESL teacher will be Pushing-In and/or Pulling-Out of, are given copies of the schedule. In all, the ESL teacher and the staff work hand in hand to provide rigorous and meaningful instruction. The ELL teacher collaborates with each of the subject area teachers regarding the ELL students in their respective subject classes. The ELL teacher in collaboration with an ELA teacher presented, for the staff, at professional development conferences, the essence of the Common Core State Standards.

a. The ESL teacher, after determining the levels of the students, creates a schedule to designate and accommodate when and where instruction will be effective. Complying with the mandate, the ESL teacher provides eight forty-five minute periods per week with the beginner and intermediate level students. The advanced students will receive four forty-five minute periods of instruction per week. The students receive services following the Push-In/ Pull-Out organizational models.

3. Due to the small number of ELL students in the student population, the program model used at the school is Freestanding ESL. As these students are dispersed among the 6th-8th grade classes, they are placed within the general population classes. Therefore, the

content areas are delivered via the general education courses. The ESL teacher provides support by pushing-into these periods and working with the ELL students in heterogeneous groups. The ESL teacher also pulls out the ELL students to reinforce what the students are learning in their content area classes through contextual literacy practices and exercises, as well as strategies which provide these students with the ability to foster understanding on the subject matter. The teacher pushes into ELA, Mathematics, Science, Social Studies, and the Special Education classes. He collaborates with the general education teachers to maximize the learning possibilities for the children.

4. All ELL students receive a rigorous level of instruction and differentiation takes place throughout. All ELL students understand that their main educational objective is to produce quality work on each individual's level.

a. Once SIFE students are admitted into the school, they are tested (LAB-R) in order to determine their level of English proficiency. They are then placed in one of the ESL teacher's groups, based on their class and level. As these students are usually beginner or low-intermediate level students, they receive more pull- out instruction. The ESL teacher works on building these students vocabulary and understanding through context-based instruction. By using the students' prior knowledge on specific subject matter, instruction becomes more meaningful to them.

b. ELL students with less than three years in the United States receive rigorous instruction. Since ELL students are required to take the ELA exam after only one year of instruction, they receive context-based and strategy-based instruction. Prior knowledge is accessed for understanding. Strategies, such as the use of context clues, are introduced and applied to everyday instruction in order to prepare for the ELA exam.

c. ELL students receiving 4-6 years of service are provided with both context and content- based instruction. Reading strategies are reinforced and more challenging (for example: from prediction to making inferences)

d. Long-Term ELL students' plan includes more focus on enhancing writing skills. All ELL students are required to write daily journal entries. Long-Term ELL students are required to write no less than one page daily. Though there are Long-Term ELL students with varying degrees of proficiency, this forces them to become more detail oriented and detail specific in their writing which in turn will produce a higher level of writing.

e. ELL students with special needs are provided instruction aligned with mandates of the students' IEP. The students receive the same level appropriate work with modifications, while the delivery is specific to the IEP. Additional intervention services include Saturday Academy, lunch tutorial, and small group instruction.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.			
NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. The targeted intervention programs for ELL students include the morning intervention program which meets from 8:02 A.M. to 8:40 A.M., Monday thru Thursday and the 21st Century afterschool program which meets Monday thru Thursday from 3:00- 6:00 P.M.

6. Plans for the continuing transitional support for ELLs identified as proficient after the NYSESLAT, include peer mentoring with current ELL students in their content area classwork as well as weekly check-ins with the ESL teacher as they need to maintain their own

level of proficiency.

7. A new program being considered for the upcoming school year is a Listening/ Speaking Center where students can record and listen to themselves speak. It would also allow them to track their own progress.

8. None of our programs will be discontinued.

9. The ELL students are dispersed throughout the population. They are automatically afforded equal access to all school programs. After school and supplemental services offered to ELLs in our building include: Homework Help Tutoring, Chorus, Cooking Club, Rugby, Robotics, and the school newspaper.

10. The institutional materials used to support ELLs include the following: "Shining Star" textbooks and workbooks (from Intro to Level B), Oxford Monolingual Picture Dictionary, "Keys to Learning: Skills and Strategies for Newcomers" textbooks and workbooks, Webster's Dictionary/ Thesaurus, Webster's Notebook Dictionary (English, Spanish/ English), NYSESLAT and New York State ELA and Math workbooks and test prep guides, Smart Boards and laptops (helpful for translation).

11. With more than six native languages spoken by our ELL students, support in their native language is very limited. We do have faculty support helping students who speak Spanish, French, and Haitian- Creole. Not all language support is available.

12. Services and resources do support and correspond, respectively, to Ell students' ages and grade level. Instructional materials on hand are used for development. The materials are modified and tailored to the children's special needs.

13. N/A

14. The language elective offered to ELL students is the same offered to the general population students: Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	2	1					4
Intermediate(I)							0	4	2					6
Advanced (A)							0	2	1					3
Total	0	0	0	0	0	0	1	8	4	0	0	0	0	13

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
NYSAA Bilingual Spe Ed					0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				

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

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

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

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

1. The assessment tool used at the school is the "W.R.A.P. Kit: An Informal Writing and Reading Assessment Profile." The W.R.A.P. Kit is used to assess ELL students' early literacy skills. The assessment provides us with the data indicating in which modalities

3. As a result of the data, the ESL teacher uses the patterns across the NYSESLAT modalities to pair/group the ESL students. The teacher can pair up students with lower scores with those receiving higher scores. This peer mentoring helps to make lessons more interesting and meaningful. The patterns also reveal the areas of study in which the students need more practice.

4. a. According to the data, the patterns across proficiencies and grades reveal that little more than half of the ELL students, tested in English, scored a Level 1 in State ELA and Math Tests.

b. The ELL periodic Assessments are used by the ESL teacher to determine the progress of the ELL students. The assessments inform the ESL teacher of the material needed to be specifically focused upon. The school leadership and teachers are using the results of the Periodic Assessments to identify the targeted students for our Inquiry Team work, develop our groups for the extended day program based on the following: abilities, identifying intervention resources, and to determine our classroom level instruction. The target population includes ELL students.

c. The school has determined that ELL students are learning through listening and speaking modalities more readily than through reading and writing. The Periodic Assessments also inform the school on which strands to focus instruction.

5. N/A

6. We evaluate the success of our Freestanding ESL program for ELL students through a number of ways. Periodic Assessments, both ELL and otherwise, provide us with a type of formal evaluation. The data obtained from these assessments inform us on the specific strands being taught and how knowledgeable the ELLs are during testing. We also use informal methods to evaluate the ELLs. These methods include, but are not limited to, student read-alouds, written assignments with a decreasing number of errors (grammatical, punctuation, etc.), conversational interactions with the teachers and fellow students, journal writing, and a broadening vocabulary and its use. The process of evaluation includes administration of the ELL Periodic Assessment twice a year, individualized ACUITY tutorial during ELA class, and IXL.com a mathematics web based program designed to improve student deficiencies

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 05M344

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	$183,272	$23, 191	$206, 463
2. Enter the anticipated 1% set-aside for Parent Involvement:	$1,833	$232.00	$2065
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$9,164	*	
4. Enter the anticipated 10% set-aside for Professional Development:	$18,327	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 80%

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.

The activities and strategies that MS 344 is implementing in order to ensure that the school will have 100% high quality teachers by the end of the coming school year is teacher recruitment. Administration will attend citywide teacher recruitment fairs, network with colleagues to obtain high quality teachers, and attend college recruitment fairs.

* 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.

The Academy of Collaborative Education M344

Title 1 School Wide Programs
School – Parent Involvement Policy
2010-2011

The purpose of the school-parent compact is to communicate a common understanding of home and school responsibilities in order to assure that every child achieves a standard of excellence in a nurturing environment that foster core values of cooperation, respect, understanding and trust.

THE SCHOOL:

We understand the importance of the school experience to every student. We are fully aware that the teacher must be a role model to all students. Therefore, we agree to carry out the following responsibilities:

1. Maintain full awareness of your child's needs and always plan appropriately to meet them
2. Ensure that your child clearly understands their goals for learning
3. Teach necessary concepts to your child in an engaging and motivating way
4. Maintain high expectations for behavior and work
4. Regularly communicate with you and other teachers about your child's progress

Teacher **Signature** **Date**

_____

STUDENT:

I know my education is important to me. It will help me become a better person and have a successful future. I know my parents want to help me, but I am the one who has to do the work.

Therefore, I agree to do the following:
1. Work towards the learning goals that my teachers set for me
2. Behave in a way that helps me to learn in all lessons and follow the **Student Bill of Rights**
3. Be at school on time and attend regularly unless I am sick
4. Accept the consequences for poor work, inappropriate conduct in school
5. Ask for help when needed

Student **Signature** **Date**

_____

The Academy of Collaborative Education M344

Title 1 School Wide Programs
School – Parent Compact
2010-2011

PARENT/CAREGIVER:

I realize that my child's years are very important. I also understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Give my child a quiet place to study.
2. Encourage my child to complete his/her homework
3. Make sure my child gets enough sleep each night
4. Make sure my child is at school on time
5. Support the school in encouraging my child to behave well
6. Attend parent conferences and communicate with the school regularly

Parent/Caregiver **Signature** **Date**

_____

Emergency Phone2

In signing this contract, we accept that we have understood the consequences of failing to meet the agreements it contains.

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.

   Through the implementation of the school based inquiry and instructional teams a comprehensive review MS 344 data was conducted to analyze patterns and trends in student achievement. The data from sources such as standardized test scores, school based inventories, running records, student surveys, teacher observations, both formal and informal, and learning walks reveals the strengths, accomplishments and challenges in English Language Arts and Mathematics. This is the school's second year implementing data driven instruction, Teacher Assessment Binders and utilizing multiple sources of data to support students in meeting proficiency in New York State Learning and Performance Standards.

   Student achievement data in English Arts and Mathematics was disaggregated using the information from the Gains Report. We then analyzed performance and progress by grade, by class, by subgroup and finally by individual student. The overall analysis consists of looking at performance and student progress over a three year period which is inclusive of our ELL and Special Education population. The school's progress report, quality reviews and learning environment surveys were also analyzed over a two year period. Patterns trends and findings are shared with all members within the school community including the School Leadership Team, teachers, parents and students. The findings reveal that MS 344 is considered a school in good standing and

a significant percentage of our student population make at least one year's progress in both English Language Arts and Mathematics.

In carefully reviewing our data we have identified a need to increase the percentage of students making proficiency in ELA by 5% (14.7%) to meet and/or exceed the standards. We also need to increase the number of students making one year's progress by 5% (2.8%) in ELA which includes an increase in moving students from level 3 to level 4. Close analysis of the mathematical data revealed a need to increase the percentage of students from level 3 to level 4. In addition, data taken from 2007-2008 and 2008-2009 learning environment surveys, reveal a need to focus on increasing student attendance as well as parent communication and engagement , and improve procedures, protocols and strategies for increased safety and respect between individuals within the school community by 5% (.8%).

Results on the New York State ELA during the 2006-2008 and 2007-2009 school years were sub standard. An analysis of periodic assessments from ACUITY and school based inventories concluded that students were deficient in basic reading comprehension skills. The new principal, in her second year, has stabilized the ELA Department with a structured focus on lesson planning, professional development and the delivery of research based instructional strategies. In September 2008, a more strategic and purposeful professional development program to support Balanced Literacy instruction was developed for the English Department. A highly qualified and competent literacy coach was hired to support teachers in the delivery of Balanced Literacy using the Workshop Model. An additional licensed English teacher was hired to exchange best practices and teach ELA. All ELA teachers have a standard based curriculum map and monthly pacing calendars focused on the explicit teaching of writing, reading comprehension skills, as well as targeted reading instructional strategies to address a variety of comprehension needs. Additionally, professional development programs focused on intervention strategies and differentiated instructional programs to individualized student learning in all grades. A Balanced Literacy approach, using the Workshop Model, will be in place for the 2009-2010 school year.

2. Schoolwide reform strategies that:
    a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
        a. AIS services
        b. Teachers Inter visitation
        c. Setting high expectations in all areas
        d. Modeling exemplary instruction
        e. Test prep materials
        f. Editing workshops
        g. Professional development books for teachers
        h. Professional development in/out of school for teachers
        i. Use of workshop model through Teaching Matters Units of Study aligned to Common Core State

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.

- MS 344 will increase the quality of learning time through the Saturday Academy program, 37.5 minutes before the school day begins, and the 21st Century After School program. These programs will provide instruction, enrichment, and recreational activities for struggling and on grade level learners including English Language Learners and Students with Special Needs.

   - Help provide an enriched and accelerated curriculum.

- The America's Choice Writing Aviator program for on grade level learners is provided to Level 3 and 4 students. This research based program is designed to improve students' reading comprehension and writing skills. The Teaching Matters Units of Study aligned to the Common Core State Standards in English Language Arts is provided for all students. The Teaching Matters Consultant is contracted and scheduled to provide on site professional development with all English Language Arts teachers and the Special Educator. Demonstration lessons and technical assistance lessons with students to write essays using the writing process, and upload their writing samples through the on line classroom.

c) Meet the educational needs of historically underserved populations.
   - MS 344 will meet the educational needs of historically under served populations through the implementation of research based programs for target core subjects, curriculum mapping, core standards, and test sophistication skills.

d) 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.

   - The America's Choice Ramp Up program for low performing students who are reading two years below grade level. This research based program is designed to improve students' reading comprehension and writing skills inclusive of test sophistication skills. Low academic achieving children also receive additional support to meet State academic content standards through the IXL.com website, iReady
   - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
   Ensure that Teachers are working under the appropriate license areas as evidenced by their state certificates.

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.
    - See action plans 1-4.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
    - School Administrators will attend Teacher Recruitment Fairs to select high-quality teachers, seek assistance from the Teaching Fellows Office, and use research interview techniques to select highly qualified and motivated teachers to a high needs school. We will also apply for incentives for teachers to teach in a high-needs school such as loan forgiveness, and Teachers of Tomorrow Program.

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

    Establish a parent volunteer program
    Multi-Cultural Celebration
    Parent workshops that address literacy at home
    Library Cards
    Sylvan Learning Center Parent Partnership

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
    - Core Meeting, common planning sessions, monthly after school professional development sessions, suggestion box, monthly breakfast with Principal, monthly staff meetings, opportunities for teacher to share best practices.

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.
   37.5 Minutes
   Support Allocation for Struggling Students
   Guidance Intervention
   21st Century After School Program
   In-School AIS services
   Saturday Academy
   Enrichment for Advanced Students
   Regents Prep for Advanced Students

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.

    G.R.E.A.T. Program
    TEENS PACT
    Rachel Ray Nutrition Program

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.e., Federal, State, or Local)*	**Program Funds Are "Conceptually"[1] Consolidated in the Schoolwide Program (✓)**			**Amount Contributed to Schoolwide Pool** *(Refer to Galaxy for FY'11 school allocation amounts)*	**Check (✓) in the left column below to verify that the school has met the intent and purposes[2] of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.**	
		Yes	**No**	**N/A**		**Check (✓)**	**Page #(s)**
Title I, Part A (Basic)	Federal	✓			$153, 948	✓	9-18, 20-22, 29-35

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

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

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

Title I, Part A (ARRA)	Federal	✓			$22, 959	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal		✓				
Tax Levy	Local	✓			$715,154	✓	18-22