



**I.S. 010 HORACE GREELEY**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: I.S. 010 HORACE GREELEY**  
**ADDRESS: 45-11 31ST AVE**  
**TELEPHONE: 718-278-7054**  
**FAX: 718-274-1578**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 343000010010 **SCHOOL NAME:** I.S. 010 Horace Greeley

**SCHOOL ADDRESS:** 45-11 31ST AVE, QUEENS, NY, 11103

**SCHOOL TELEPHONE:** 718-278-7054 **FAX:** 718-274-1578

**SCHOOL CONTACT PERSON:** CLEMENTE LOPES **EMAIL ADDRESS** CLopes@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Nancy DePoalo

**PRINCIPAL:** CLEMENTE LOPES

**UFT CHAPTER LEADER:** Jean Coyle

**PARENTS' ASSOCIATION PRESIDENT:** Marilyn Rivera

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 30 **CHILDREN FIRST NETWORK (CFN):** CFN 208

**NETWORK LEADER:** JOHN OMAHONEY/Olga De Filippis

**SUPERINTENDENT:** PHIL COMPOSTO

**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
Clemente Lopes	Principal	
Nancy DePoalo	UFT Member	
Catherine Sarlo	UFT Member	
Bowers-Quiles Dawn	Parent	
Lopez Doreen	Parent	
Marilyn Rivera	Parent	
Jean Coyle	UFT Chapter Leader	
Maria Zic	UFT Member	
Maria Hernandez	Parent	

\* 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.

#### **I.S. 10's Mission Statement:**

Our mission is to provide students with the skills, academic knowledge, and emotional support needed to complete and succeed in the 21<sup>st</sup> Century.

We are committed to the belief that a quality education is the product of a nurturing staff with high expectations, caring families, and an involved school community in an atmosphere respectful of individual differences.

Our school will offer young adolescents a wide range of activities and viewpoints encouraging them to discover excellence within themselves and become life long learners.

Our school sits in the midst of Long Island City, Queens. Long Island City is a densely populated community, which includes: small businesses and multiple dwellings, Museums of Art and the Moving Image, and industrial buildings. There are a large number of recently arrived immigrants from the Middle East, Asia, Europe and South America. We are an intermediate school servicing grades 6, 7 and 8 with a population of approximately 954 students.

I.S. 10 has a fully equipped computer lab, science rooms with experiment tables and sinks, a multimedia library, and a fully equipped auditorium with sound and lighting systems. All classrooms have access to the Internet and are furnished with Project Smart Computers or have access to the 12 portable laptop carts from the Technology Coordinator. The school has wireless capabilities in all classrooms. All teachers have access to portable SMART boards via the Technology Coordinator. Twenty-eight classrooms have permanently installed SMART boards.

In order to accommodate a diverse population of students, I.S. 10 offers services such as: self contained special education classes, CTT classes, ELL classes, and general education classes on each of the three grade levels. All subject areas use a balanced literacy and differentiated instructional approach and are aligned to the New York State Standards. The ELA Department uses the America's Choice framework for instruction and the Math Department utilizes the IMPACT Math

curriculum. We are beginning to introduce and start to implement the Common Core State Standards across the subject areas. We also provide Academic Intervention Services to at-risk students throughout the day in various subject areas. In addition, we have been supplementing the AIS curriculum with Achieve3000, an interactive computer program designed to improve performance in ELA. Achieve 3000 is also used with our English Language Learners and our Students With Disabilities.

Technology at I.S. 10 in 2010-2011 will be infused into the curriculum to support literacy initiatives. Teachers will be encouraged to have active computer centers in their classrooms. They will be trained to use the laptop cart and become computer literate with the wireless connections in their classrooms. Teachers will be given websites that are relevant to their curriculum and will assist students in completing document based research projects in the computer lab and/or library.

During the 2009-2010 school year, I.S. 10 developed a website: [www.is10q.org](http://www.is10q.org). Teachers, parents and students have access to this website. The website provides updates on upcoming events such as PA Meetings, School Closings, Special Programs, Performances, etc. Teachers also regularly post their assignments on the website and can be contacted via the website for questions and concerns by both students and parents. .

I.S. 10 has a Unified Arts Department consisting of Art, Drama, and Graphic Arts classes. The Unified Arts Department works to infuse the Arts throughout the curriculum to support literacy objectives. The Drama Department puts on an annual school production. Last year, they performed Shakespeare's, *A Midsummer Night's Dream*. This year we will partner with Broadway Junior and Music Theater International for our production. We also connected with a community based organization, APAC (Astoria Performing Arts Center), and we will continue to work with APAC this year by implementing a Play writing Program. During the 2008-2009 school year, I.S. 10 debuted its annual Art Show in which student artwork was displayed in a gallery-type setting for parents, students and the community to enjoy. I.S. 10 will continue this annual tradition in the 2010-2011 school year. I.S. 10 plans to create more interdisciplinary projects involving art, theatre and computer graphics.

We also have after school clubs for students to join. Some of these clubs include: Community Service Club, Movie Club, Chess Club, Anime Club, Book Club, Chorus and Fitness Club, Art Club and Drama Club, to name a few.

I.S. 10 also offers students the opportunity to learn another language; Spanish. The Foreign Language teacher will continue to use multidisciplinary approaches and literacy connections to reinforce language patterns and skills. The multidisciplinary approach will also include music, technology resources such as "Rosetta Stone", as well as, a class trip to a Spanish restaurant where students can practice learned skills as part of a culminating activity.

At I.S. 10, teachers, family, and community are working collaboratively to make a difference in the student's lives. I.S. 10 fosters a climate that promotes respect and success. We provide a quality education for our children in a safe and orderly environment. It is our goal to produce well rounded individuals that make a difference in the world around them.

□

## 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									
<b>School Name:</b>	I.S. 010 Horace Greeley								
<b>District:</b>	30	<b>DBN #:</b>	30Q010	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93	94.8	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.8	94.74	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	301	310	295	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	297	316	343		91.4	91.4	95.5		
Grade 8	287	304	322						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		4	56	TBD		
Grade 12	0	0	0						
Ungraded	0	0	1	<b>Recent Immigrants - Total Number:</b>					
Total	885	930	961	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					36	31	3		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	30	45	46	Principal Suspensions	175	299	TBD		
# in Collaborative Team Teaching (CTT) Classes	29	34	37	Superintendent Suspensions	57	38	TBD		
Number all others	44	37	44						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
				0					
				0					

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	127	138	154	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	22	35	Number of Teachers	63	64	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	17	18	TBD
				Number of Educational Paraprofessionals	3	2	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	0	TBD	% fully licensed & permanently assigned to this school	95.2	100	TBD
				% more than 2 years teaching in this school	81	75	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	69.8	68.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	90	88	TBD
American Indian or Alaska Native	0.3	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.1	96.8	TBD
Black or African American	7.9	7.2	6.2				
Hispanic or Latino	45.8	47.3	51				
Asian or Native Hawaiian/Other Pacific Isl.	27.2	26	24.8				
White	18.8	19.5	18				
Multi-racial							
<b>Male</b>	54	54.2	53.5				
<b>Female</b>	46	45.8	46.5				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
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			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	Ysh	√					
Limited English Proficient	Ysh	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>8</b>	<b>8</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	89.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = 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](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?

**ELA Performance Trends:** On the 2010 ELA Exam, all of the 8 student subgroups made AYP. The LEP and Student's With Disabilities subgroups made Safe Harbor AYP. Up until 2010, the percentage of our **6<sup>th</sup> Grade** Level 1 students has decreased from 3% in 2007 to 0% in 2009. In 2010 are number of Level 1 students have increased to 16.5% from 0%. Our **6<sup>th</sup> Grade** Level 2 students have also increased from 23.2% in 2009 to 35.6% in 2010. Level 3's and 4's in the **6<sup>th</sup> Grade** have decreased from last year. In 2009, we had 76.8% of students scoring a Level 3 or Level 4 and in 2010 that has dropped to 47.9%. The trend noticed is that our scores have gone up significantly between the years of 2006-2009 and then have dipped in 2010. The **7<sup>th</sup> Grade** scores are also following a similar trend. In 2009, the percentage of **7<sup>th</sup> Graders** scoring a Level 1 was 0.3% and according to the 2010 results that number is now 13.6%. Level 2's in the **7<sup>th</sup> Grade** have gone from 22% of **7<sup>th</sup> Graders** scoring a Level 2 in 2009 to 47.8% scoring a Level 2 in 2010. 3's and 4's went from 77.6% of **7<sup>th</sup> Graders** scoring a Level 3 or 4 during the 2009-2010 school year to 38.6% of **7<sup>th</sup> Graders** scoring a 3 or 4 in 2010. The **8<sup>th</sup> grade** showed the same trend. In 2009, 2% of **8<sup>th</sup> Graders** scored a Level 1, and in 2010, 10.7% scored a Level 2. In 2009, 38.9% of **8<sup>th</sup> Graders** scored a Level 2 and in 2010, 42.3% scored a Level 2. Level 3's and 4's in the **8<sup>th</sup> Grade** also declined from 59.1% in 2009 to 47% in 2010. These performance trends throughout the grades are mirrored in the school's overall performance trend. School-wide, our percentage of Level 1s increased from 0.8% in 2009 to 13.5% in 2010. Our percentage of Level 3 and 4 students decreased from 71.3% in 2009 to 44.3% in 2010. The LEP student subgroup made AYP Safe Harbor and the SWD student subgroup made their Safe Harbor target, we intend to carefully monitor the progress of the LEP and SWD student groups by analyzing data from ARIS and the periodic assessments, pre and post assessments, Inquiry Team work, ACUITY, and the Progress Report. We will also utilize student IEPs, NYSESLAT, and LAB-R results to monitor and offer additional support to these two specific student subgroups. Additional instructional support in ELA remains a top priority for all of our students. Many of these same students are receiving additional support by being part of the Achieve 300 cluster. We will monitor and address all student needs by using the ARIS and the periodic assessments, pre and post assessments, Inquiry Team work, ACUITY, and the Progress Report. Formal and informal observations, portfolios, rubrics, writing samples, Teacher Assessment Notebooks, classwork, homework, and projects will also be utilized for student progress. We are committed to student progress in English language Arts.

**Math Performance Trends:** On the 2010 State Mathematics Exam, all of the 8 student subgroups made AYP. In the **6<sup>th</sup> Grade**, the percentage of our Level 1 and Level 2 students has increased from

last year. Level 1's have gone from 2.9% in 2009 to 8.3% in 2010. Level 2's have gone from 12.9% in 2009 to 30.1% in 2010 in the **6<sup>th</sup> Grade**. Level 3's and 4's have decreased from last year. In 2009, we had 84.1% of **Grade 6** students scored at a Level 3 or 4. In 2010, we had 61.6% of **6<sup>th</sup> Graders** scoring at a Level 3 or 4. The percentage of students scoring at a Level 1 in the **7<sup>th</sup> grade** has gone from 1% in 2009 to 21% in 2010. The number of students scoring at Level 2 has increased from 8.8% in 2009 to 30.5% in 2010. 3's and 4's in the **7<sup>th</sup> Grade** have gone from 90.9% in 2009 to 63.3% in 2010 in the **7<sup>th</sup> Grade**. In **Grade 8**, students scoring a Level 1 increased from 1.7% in 2009 to 4.7% in 2010. The percentage of **8<sup>th</sup> Grade** students scoring at a Level 2 has gone from 16.6% in 2009 to 38.2% in 2010. The percentage of students scoring at a Level 3 or 4 has decreased from 81.8% in 2009 to 68.9% in 2010. We see a similar trend in Mathematics as we do in ELA. Our students have been continually making progress up until the 2009-2010 school year. Although AYP was met in all student subgroups for Mathematics, our increase in Level 1's and 2's along with our decrease in 3's and 4's will be a focus during the 2010-2011 school year. We will continue to concentrate on moving students forward and making student gains. By using ARIS, pre and post assessments, the quarterly assessments, the Progress Report and ACUITY, and Departmental Professional Development we will continue on our path to student proficiency in the area of Mathematics. In addition to the assessments previously mentioned, we will use formal and informal teacher observations, portfolios, source books, Teacher Assessment Notebooks, class tests, classwork, homework, and projects to assess student growth. We are committed to student growth in Mathematics.

**Science Performance Trends:** Review of the data for the 2009-2010 school year indicates that I.S. 10

met its AYP in the area of Science for all students including, Students with Disabilities and English Language Learners. During the 2009-2010 school year, 322 eighth grade students were administered the State Science Examination. We had 25 students (7.76%) score a Level 4. 167 students (51.85%) scored at a Level 3. 113 students (35.09%) scored at a Level 2 and 17 (5.28%) scored at a Level 1. In addition to the assessment previously mentioned, we will use formal and informal teacher observations, portfolios, source books, Teacher Assessment Notebooks, class tests, classwork, homework, and projects to assess student growth. We are committed to student growth in Science.

**Social Studies Performance Trends:** Our Social Studies Department has created pre and post assessments to use in order to determine performance deficiencies. Once these deficiencies are uncovered, they will be addressed in the delivery of the Social Studies curriculum. In beginning to address the Common Core Standards, Social Studies teachers have incorporated nonfiction pieces into their curriculum. 6<sup>th</sup> Grade will be concentrating on Current Events aligned with their curriculum. 8<sup>th</sup> Grade students will use nonfiction as well. Newspapers, biographies, autobiographies and first hand accounts of historical events. In order to in this area, we will use teacher created assessments, pre and post assessments, classwork, projects, portfolios, source books, homework and Teacher Assessment Notebooks.

**LEP Performance Trends:** The LEP student subgroup made AYP in Mathematics and they made the AYP Safe Harbor Target in ELA. In order to address needs in ELA, we will utilize the LAB-R results, as well as, the NYSESLAT results. Teachers will utilize differentiated instruction strategies to address each student's individual needs. We also intend to have an After School ELA and Math

Program for ELLs. **There will be 5 or 6 students per class which will allow for more individualized, one-on-one instruction in a small group setting.** LEP students are also utilizing the Achieve3000 program which will support student needs in ELA. In order to assess the progress and growth of ELLs, we will utilize formal and informal observations, teacher created pre and post assessments, classwork, homework, portfolios, rubrics, projects, Teacher Assessment Notebooks, LAB-R, and NYSESLAT scores.

### **Aids and Barriers to Instruction**

I.S. 10 has various resources to aid with instruction. Some of these aids include: AIS classes, ACHIEVE 3000, the implementation of a testing genre, Extended Day Activities, Teacher Assessment Notebooks (TAN) and Inquiry Team work and Professional Learning Teams. Some barriers to success that we are experiencing are budgeting and the transition of our ELL population. The bulk of our ELL students are transient and this impedes on the continuity of education.

### **Greatest Accomplishments**

I.S. 10 has seen steady progress in their ELA and Math scores from the 2007 school year through the 2009 school year. We have experienced a dip in both our ELA and Math scores for the 2010 school year. A major part of that dip in scores is due to the fact that the scale score ranges were changed. However, regardless of this shift in scale scores, we have been and still are committed to student progress as demonstrated in this Comprehensive Education Plan.

We are proud that 79% of our parents completed the Learning Environment Survey as opposed to the city average of 49%. 100% of our teachers took the survey. 100% of teachers feel that I.S. 10 maintains order and discipline in the school. 86% of students feel safe in the hallways and at school in general. 93% of students are satisfied/very satisfied with the education their child has received as compared to the city average of 88%.

We are also pleased that our attendance rate has risen from 89% to 94.3%.

Our school produced its first non-musical theater production, *Midsummer Night's Dream* by Shakespeare. We are very proud that our students were able to master Shakespeare's language and present it in a way that was understandable to other students, parents and staff.

I.S. 10 also has a school newspaper that comes out once a month and contains interviews with staff members, writing by students, news about goings-on at the school and pictures from school events.

We have also engaged in several philanthropic endeavors such as: U.S. Marines' Toys for Tots, Salvation Army Food Drive, Penny Harvest and the Rachel Cooper Walk-a-Thon.

I.S. 10 has also partnered with a community based organization (Astoria Performing Arts Center) to bring a Playmaking Program to the school. Students work with a teaching artist, write their own plays and see their plays performed by professional actors.

In addition to the academic gains we are determined to make in the 2010-2011 school year, we also plan to stay committed to the Arts.

## SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> <b>1. ELA-</b> According to the performance trends evident on our Annual Progress Report, our student performance has decreased from 70.5% of students being proficient in ELA to 43.9% at proficiency. This makes ELA a continued high priority. We expect to see 5% of 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> graders moving from a Level 1 to a Level 2 and a Level 2 to a Level 3. We expect to see a 5% increase in students moving from a Level 3 to a Level 4 on the state ELA exam by June 2011.	<input type="checkbox"/> School-wide progress in English Language Arts as demonstrated on the State ELA Examination. <input type="checkbox"/>
<input type="checkbox"/> <b>2. SWD/ELA-</b> Our students with disabilities (SWDs) made the Safe Harbor AYP in ELA during the 2009-2010 school year. We plan on using a web based and research based reading program with our Special Education students, <b>Spell-Read</b> . We expect to see 5% of 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> graders moving from a Level 1 to a Level 2 and a Level 2 to a Level 3. We expect to see a 5% increase in students moving from a Level 3 to a Level 4 on the state ELA exam by June 2011 and move out of Safe Harbor.	<input type="checkbox"/> Improved performance on the ELA for Students With Disabilities will continue to be a focus for the upcoming school year. <input type="checkbox"/>
<input type="checkbox"/> <b>3. ELL/ELA-</b> We met the AYP Safe Harbor in this student subgroup for 2010, so ELA will continue to be a strong focus for the 2010-2011 school year. We reprogrammed our ELL population into AIS classes and have provided them with the Achieve 3000 computer program for ELA during the 2009-2010 school year and will continue doing this for 2010-2011. We also plan to offer an after-school ELL ELA and Math Program to get students ready for the state ELA exam. By doing so, we expect to see 5% of 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> graders moving from a Level 1 to a Level 2 and from a Level 2 to a Level 3. We expect to see a 5% increase in students moving from a Level 3 to a Level 4 on the state ELA exam by June 2011. 5% of students will also move at least one Level on the NYSESLAT exam.	<input type="checkbox"/> Improved performance on the state ELA exam for ELL students will be a major focus for the upcoming school year. <input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/> School-

**4. Mathematics-** Although we have made significant gains in the area of Mathematics in all student subgroups, Mathematics will continue to be a focus in the 2010-2011 school year. By June 2011, 5% of grade 6, 7, and 8 students (including ELLs and SWDs) will move from a Level 1 to a Level 2 and from a Level 2 to a Level 3 and 5% will move from Level 3 to a Level 4 on the State Math exam.



wide progress in Mathematics as demonstrated on the State Mathematics Examination.





**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** **ELA**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p align="center"><input type="checkbox"/></p> <p><b>1. ELA-</b> According to the performance trends evident on our Annual Progress Report, our student performance has decreased from 70.5% of students being proficient in ELA to 43.9% at proficiency. This makes ELA a continued high priority. We expect to see 5% of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders moving from a Level 1 to a Level 2 and a Level 2 to a Level 3. We expect to see a 5% increase in students moving from a Level 3 to a Level 4 on the state ELA exam by June 2011.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p align="center"><input type="checkbox"/></p> <p><b><u>Actions/Strategies/Activities :</u></b> Students will be programmed into ELA in a block schedule format. Students that have not met proficiency will be programmed into AIS classes where Achieve 3000 will be utilized. Select students will also be programmed into a Spell-Read class. We also intend to have an after-school ELA and test sophistication program.</p> <p><b><u>Target Population(s) :</u></b> ELA students school-wide.</p> <p><b><u>Responsible Staff Members :</u></b> Assistant Principal of ELA, ELA and AIS teachers, ELA Department Chairperson, and the Data Specialist</p> <p><b><u>Implementation Timeline :</u></b> September 2010-June 2011</p> <p align="center"><input type="checkbox"/></p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><b><u>Funding Sources(PS and/or OTPS) :</u></b>          NYSTL Software Funding, Fair Student Funding, Title I Funding, Contract for Excellence Funding, Tax Levy Funding</p> <ul style="list-style-type: none"> <li>• Achieve 3000 computer program</li> <li>• Spell/Read Program</li> <li>• One supervisor per session 3 days per week</li> <li>• 8 teachers per session 3 days per week</li> <li>• Instructional materials to be used during the regular school day</li> </ul> <p>Instructional materials to be used during after school program</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><b>October 2010:</b> Teachers will have had a chance to review the previous year’s data from the state ELA exam, ACUITY data, ARIS, student portfolios, as well as, teacher observation of individual student performance. The DRA (Diagnostic Reading Assessment) will also have been administered and scored. Teachers will form Professional Learning Teams to target student needs and these teams will meet on a bi-monthly basis. Our Inquiry Team will also begin to target students based on the available data and choose students for case studies. Teachers will use the aforementioned data to monitor and revise. Teachers will also conference with students on an approximate bi-monthly basis to monitor and revise. The ACUITY assessment and data will be the benchmark for progress for students in ELA. This test will be administered approximately four times per year. School administrators will monitor teacher and student progress through walk-throughs and teacher observations. Both teachers and administrators will utilize the Teacher Assessment Notebooks to clearly delineate student needs and the addressing of those needs. TANs will also demonstrate monitoring of student progress and revision of teaching strategies to reach students.</p> <p><b>January 2011:</b> Students will have taken an ACUITY exam in October 2010 and then another in January 2011. Teachers will continue to use the results of these interim assessments to monitor student progress and address student deficits. Teachers will systematically update their TANs with the most current data, whether it is from interim assessments or in-class progress and performance. Teachers will use this data to plan and differentiate instruction. The Inquiry Team will report, school-wide, findings regarding case study students and methodologies used to address these students. School administrators will continue to monitor teacher and student progress through observations and walk-throughs. Administrators will also monitor TANs to see that progress is being made and goals are being met.</p>

**April 2011 :** The third ACUITY assessment will have been administered and scored. Teachers will use the data from this test to monitor student progress. The Inquiry Team will also be utilizing the data from this assessment to analyze student progress within their case study students and their findings will be shared school-wide. School administrators will monitor teacher and student progress through walk-throughs and teacher observations.

**June 2011:** By June, students will have taken their final ACUITY and the State ELA exam. Both of these exams will provide extremely crucial data for the students, the teachers and the school as a whole. State ELA exam results will only be available in a preliminary form, therefore, teachers and administrators will continue to look at ACUITY data for information about the progress of students. Being that these are the last assessments for the year, teachers and administrators will be able to analyze the effectiveness of programs that were implemented and strategies that were used. In doing so, plans can be made for the future of instruction for the following school year.

**Subject Area  
(where relevant) :**

**ELA/SWDs**

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**Annual Goal**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

**2. SWD/ELA-** Our students with disabilities (SWDs) made the Safe Harbor AYP in ELA during the 2009-2010 school year. We plan on using a web based and research based reading program with our Special Education students, **Spell-Read**. We expect to see 5% of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders moving from a Level 1 to a Level 2 and a Level 2 to a Level 3. We expect to see a 5% increase in students moving from a Level 3 to a Level 4 on the state ELA exam by June 2011 and move out of Safe Harbor.

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><b><u>Actions/Strategies/Activities</u></b> : Students will be programmed into ELA in a block schedule format. Students that have not met proficiency will be programmed into AIS classes where Achieve 3000 will be utilized. Select students will also be programmed into a Spell-Read class. We also intend to have an after-school ELA and test sophistication program.</p> <p><b><u>Target Population(s)</u></b> : ELA/SWD students.</p> <p><b><u>Responsible Staff Members</u></b> : Assistant Principal of ELA, Assistant Principal of Special Education, ELA and AIS teachers, ELA Department Chairperson, and the Data Specialist</p> <p><b><u>Implementation Timeline</u></b> : September 2010-June 2011</p> <p><input type="checkbox"/></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><b><u>Funding Sources(PS and/or OTPS)</u></b> :  NYSTL Software Funding, Fair Student Funding, Title I Funding, Contract for Excellence Funding, Tax Levy Funding</p> <ul style="list-style-type: none"> <li>• Achieve 3000 computer program</li> <li>• Spell/Read Program</li> <li>• One supervisor per session 3 days per week</li> <li>• 8 teachers per session 3 days per week</li> <li>• Instructional materials to be used during the regular school day</li> </ul> <p>Instructional materials to be used during after school program</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><b>October 2010:</b> Teachers will have had a chance to review the data from the state ELA exam of the previous year, ACUITY data, ARIS, student portfolios, as well as, teacher observation of individual student performance. The DRA (Diagnostic Reading Assessment) will also have been administered and scored. Teachers will have been provided with and will be familiar with IEPs of students with disabilities in their classrooms. Instruction will be differentiated based on IEPs and student needs. Teachers will form Professional Learning Teams to target student needs and these teams will meet on a bi-monthly basis. Our Inquiry Team will also begin to target students, including students with disabilities, based on the available data and choose students for case studies. Teachers will use the aforementioned data to monitor and</p>

revise. Teachers will meet on an approximate bi-monthly basis to monitor and revise. The ACUITY assessment and data will be the benchmark for progress for students in students with disabilities in ELA. This test will be administered approximately four times per year. School administrators will monitor teacher and student progress through walk-throughs and teacher observations. Both teachers and administrators will utilize the Teacher Assessment Notebooks to clearly delineate student needs and the addressing of those needs. TANs will also demonstrate monitoring of student progress and revision of teaching strategies to reach students.

**January 2011:** Students will have taken an ACUITY exam in October 2010 and then another in January 2011. Teachers will continue to use the results of these interim assessments to monitor student progress and address student deficits. Teachers will systematically update their TANs with the most current data, whether it is from interim assessments or in-class progress and performance. Teachers will use this data to plan and differentiate instruction. The Inquiry Team will report, school-wide, findings regarding case study students and methodologies used to address these students. School administrators will continue to monitor teacher and student progress through observations and walk-throughs. Administrators will also monitor TANs to see that progress is being made and goals are being met.

**April 2011 :** The third ACUITY assessment will have been administered and scored. Teachers will use the data from this test to monitor student progress. The Inquiry Team will also be utilizing the data from this assessment to analyze student progress within their case study students and their findings will be shared school-wide. School administrators will monitor teacher and student progress through walk-throughs and teacher observations.

**June 2011:** By June, students will have taken their final ACUITY and the State ELA exam. Both of these exams will provide extremely crucial data for the students, the teachers and the school as a whole. State ELA exam results will only be available in a preliminary form, therefore, teachers and administrators will continue to look at ACUITY data for information about the progress of students. Being that these are the last assessments for the year, teachers and administrators will be able to analyze the effectiveness of programs that were implemented and strategies that were used. In doing so, plans can be made for the future of instruction for the following school year.

**Subject Area**  
(where relevant) :

**ELA/ELLs**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><b>3. ELL/ELA-</b> We met the AYP Safe Harbor in this student subgroup for 2010, so ELA will continue to be a strong focus for the 2010-2011 school year. We reprogrammed our ELL population into AIS classes and have provided them with the Achieve 3000 computer program for ELA during the 2009-2010 school year and will continue doing this for 2010-2011. We also plan to offer an after-school ELL ELA and Math Program to get students ready for the state ELA exam. By doing so, we expect to see 5% of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders moving from a Level 1 to a Level 2 and from a Level 2 to a Level 3. We expect to see a 5% increase in students moving from a Level 3 to a Level 4 on the state ELA exam by June 2011. 5% of students will also move at least one Level on the NYSESLAT exam.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><b><u>Actions/Strategies/Activities :</u></b> ELL students will be programmed into ELA in a block schedule format, as well as, receiving their mandated time in ESL classes. Students that have not met proficiency will be programmed into AIS classes where Achieve 3000 will be utilized. Select students will also be programmed into a Spell-Read class. We also intend to have an after-school ELA and test sophistication program.</p> <p><b><u>Target Population(s) :</u></b> ELL students.</p> <p><b><u>Responsible Staff Members :</u></b> Assistant Principal of ELA, Assistant Principal of ESL, ELA, ESL and AIS teachers, ELA Department Chairperson, and the Data Specialist</p> <p><b><u>Implementation Timeline :</u></b> September 2010-June 2011</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><b><u>Funding Sources (PS and/or OTPS) :</u></b> NYSTL Software Funding, Fair Student Funding, Title I Funding, Contract for Excellence Funding, Tax Levy Funding, Title III Funding</p> <ul style="list-style-type: none"> <li>• Achieve 3000 computer program</li> <li>• Spell/Read Program</li> <li>• One supervisor per session 3 days per week</li> </ul>

	<ul style="list-style-type: none"> <li>• 8 teachers per session 3 days per week</li> <li>• Instructional materials to be used during the regular school day</li> </ul> <p>Instructional materials to be used during after school program</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><b>October 2010:</b> Teachers will have had a chance to review the previous year’s data from the state ELA exam, NYSESLAT exam, ACUITY data, ARIS, student portfolios, as well as, teacher observation of individual student performance. The DRA (Diagnostic Reading Assessment) will also have been administered and scored. Teachers will form Professional Learning Teams to target student needs and these teams will meet on a bi-monthly basis. Our Inquiry Team will also begin to target students, including ELLs, based on the available data and choose students for case studies. Teachers will use the aforementioned data to monitor and revise. Teachers will also conference with students on an approximate bi-monthly basis to monitor and revise. The ACUITY assessment and data will be the benchmark for progress for ELL students in ELA. This test will be administered approximately four times per year. School administrators will monitor teacher and student progress through walk-throughs and teacher observations. Both teachers and administrators will utilize the Teacher Assessment Notebooks to clearly delineate student needs and the addressing of those needs. TANs will also demonstrate monitoring of student progress and revision of teaching strategies to reach students.</p> <p><b>January 2011:</b> Students will have taken an ACUITY exam in October 2010 and then another in January 2011. Teachers will continue to use the results of these interim assessments to monitor student progress and address student deficits. Teachers will systematically update their TANs with the most current data, whether it is from interim assessments or in-class progress and performance. Teachers will use this data to plan and differentiate instruction. The Inquiry Team will report, school-wide, findings regarding case study students and methodologies used to address these students. School administrators will continue to monitor teacher and student progress through observations and walk-throughs. Administrators will also monitor TANs to see that progress is being made and goals are being met.</p> <p><b>April 2011 :</b> The third ACUITY assessment will have been administered and scored. Teachers will use the data from this test to monitor student progress. The Inquiry Team will also be utilizing the data from this assessment to analyze student progress within their case study students and their findings will be shared school-wide. School administrators</p>

	<p>will monitor teacher and student progress through walk-throughs and teacher observations.</p> <p><b>June 2011:</b> By June, students will have taken their final ACUITY, the State ELA exam and the NYSESLAT. These exams will provide extremely crucial data for the students, the teachers and the school as a whole. State ELA exam results will only be available in a preliminary form, therefore, teachers and administrators will continue to look at ACUITY data for information about the progress of students. Being that these are the last assessments for the year, teachers and administrators will be able to analyze the effectiveness of programs that were implemented and strategies that were used. In doing so, plans can be made for the future of instruction for the following school year.</p> <p><input type="checkbox"/></p>
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**Subject Area  
(where relevant) :**

**Mathematics School-wide**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><b>4. Mathematics-</b> Although we have made significant gains in the area of Mathematics in all student subgroups, Mathematics will continue to be a focus in the 2010-2011 school year. By June 2011, 5% of grade 6, 7, and 8 students (including ELLs and SWDs) will move from a Level 1 to a Level 2 and from a Level 2 to a Level 3 and 5% will move from Level 3 to a Level 4 on the State Math exam.</p> <p><input type="checkbox"/></p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><b><u>Actions/Strategies/Activities</u></b> : Students will be programmed into Math in a block schedule format. Students that have not met proficiency will be programmed into AIS classes. We also intend to have an Saturday Math Academy for students not making proficiency.</p> <p><b><u>Target Population(s)</u></b> : Math students school-wide.</p> <p><b><u>Responsible Staff Members</u></b> : Assistant Principal of Mathematics, Math and AIS teachers, Math Department Chairpersons, and the Data Specialist</p> <p><b><u>Implementation Timeline</u></b> : September 2010-June 2011</p> <p><input type="checkbox"/></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><b><u>Funding Sources(PS and/or OTPS)</u></b> :  Fair Student Funding, Title I Funding, Contract for Excellence Funding, Tax Levy Funding</p> <ul style="list-style-type: none"> <li>• One supervisor per session 4 days per month</li> <li>• 6 teachers per session 4 days per month</li> <li>• Instructional materials to be used during the regular school day</li> </ul> <p>Instructional materials to be used during after school program</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>October 2010:</b> Teachers will have had a chance to review the previous year's data from the state Mathematics exam, ACUITY data, ARIS, student sourcebooks, as well as, teacher observation of individual student performance. The DYA assessments created by the Mathematics Department will also have been administered and scored and will be used as a supplemental data resource. Teachers will form Professional Learning Teams to target student needs and these teams will meet on a bi-monthly basis. Teachers will use the aforementioned data to monitor and revise. Teachers will also conference with students on an approximate bi-monthly basis to monitor and revise. The ACUITY assessment and data will be the benchmark for progress for students in Mathematics. This test will be administered approximately four times per year. School administrators will monitor teacher and student progress through walk-throughs and teacher observations.</p> </div>

Both teachers and administrators will utilize the Teacher Assessment Notebooks to clearly delineate student needs and the addressing of those needs. TANs will also demonstrate monitoring of student progress and revision of teaching strategies to reach students.

**January 2011:** Students will have taken an ACUITY exam in October 2010 and then another in January 2011. Teachers will continue to use the results of these interim assessments to monitor student progress and address student deficits. Teachers will systematically update their TANs with the most current data, whether it is from interim assessments or in-class progress and performance. Teachers will use this data to plan and differentiate instruction. School administrators will continue to monitor teacher and student progress through observations and walk-throughs. Administrators will also monitor TANs to see that progress is being made and goals are being met.

**April 2011 :** The third ACUITY assessment will have been administered and scored. Teachers will use the data from this test to monitor student progress. School administrators will monitor teacher and student progress through walk-throughs and teacher observations.

**June 2011:** By June, students will have taken their final ACUITY and the State Mathematics exam. Both of these exams will provide extremely crucial data for the students, the teachers and the school as a whole. State Mathematics exam results will only be available in a preliminary form, therefore, teachers and administrators will continue to look at ACUITY data for information about the progress of students. Being that these are the last assessments for the year, teachers and administrators will be able to analyze the effectiveness of programs that were implemented and strategies that were used. In doing so, plans can be made for the future of instruction for the following school year.

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## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	186	186	186	186	30		2	
7	185	185	185	185	30		2	
8	214	214	214	214	30		10	
9								
10								
11								
12								

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

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

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> Students use the <i>STARS (Strategies to Achieve Reading Success)</i> workbooks which address various skill sets for ELA on all three grade levels (6, 7, 8). In addition to STARS, they also use the text, <i>Measuring Up</i>, which is a guide to Success Strategies for the State Test during the regular school day AIS class. AIS teachers also utilize and in-house created AIS curriculum. AIS teachers will also be utilizing the Achieve 3000 program for ELA.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Students use the <i>New York State Coach</i> workbook, as well as, <i>Mastering the Intermediate Level Mathematics Test</i> workbooks, and <i>New York State Mathematics</i> workbooks on each grade level (6, 7, and 8) during the regular school day AIS class. AIS teachers use an in-house created curriculum.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> 8th Grade students used <i>Life Science Third Edition</i> textbooks and <i>Earth Science New Edition</i> textbooks in order to prepare for the 8<sup>th</sup>Grade Science Exam during the regular school day AIS class. In-house created curriculum is also utilized.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> 8<sup>th</sup> Grade students used <i>Social Studies Big 8 Review</i> workbooks, <i>One Nation Many People</i> texts, <i>Using Primary Sources With Document Based Questions Level B</i> workbooks, <i>Get a Clue! An Introduction to Primary Sources</i> workbooks, <i>Doing History: A Strategies Guide to Document-Based Questions</i> workbook, and <i>The American Nation-Civil War to the Present</i> texts during the regular school day AIS class. In-house AIS curriculum is also used.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> Counselors provide at-risk services such as: Individual Counseling, Group Counseling, Mediation, recommendations for outside counseling services, and Academic Counseling during the regular school day.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> N/A</p>

<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> N/A
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> 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)**  
**6, 7, and 8**

**Number of Students to be Served:**  
**LEP 145**  
**Non-LEP N/A**

**Number of Teachers 2**  
**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.

ELL students who score at the Beginning Level of ESL proficiency as determined by the LAB-R or NYSESLAT, will be provided with an After School Reading Program that will meet 2 days per week on Tuesdays and Thursdays for 1 and 1/2 hours beginning the week of 1/30/2011 and ending the week of 5/26/11. Since approximately 145 students are ELLs, there will be one 6<sup>th</sup> grade class (Intermediate), one 7<sup>th</sup> grade classes (Intermediate), and one 8<sup>th</sup> grade class (Intermediate). We anticipate between 10 and 20 students per class and the focus will be on ELA using ELL methodologies. There will be three teachers. The ELL instruction will be provided using a Natural Approach and at times Total Physical Response Approach (TPR). TPR is supported by scientifically based research that indicates that language development is best supported by multi-sensory activities.

### **Professional Development Program**

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

Professional Development for the 2010-2011 school year, will consist of:

1. Using Q-Tel strategies to enhance the use of writing in the ELL/ELA classroom
2. Achieve 3000 and differentiated instruction in the ELL classroom
3. Time management and the workshop model in the ELL classroom
4. Data analysis and development.

Professional Development will take place:

November 2, 2010

June 9, 2011

Department Meetings

Parent and Community Participation Activity-

- Workshops on computers, Father-Son Day, Arithmetickles, Donuts for Dads, Tours on Tuesdays, Broadway Plays, Citizenship Test prep for parents
- 30-90 parents attending
- Service providers will be I.S. 10 staff and cite consultants

**Section III. Title III Budget**

—

**School: I.S. 010**

**BEDS Code: 343000010010**

**Allocation Amount:**

**Budget Category**

**Budgeted  
Amount**

**Explanation of expenditures in this category as it relates to the  
program narrative for this title.**

<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$18,500	<input type="checkbox"/> Professional Salaries (regular school day and after school), Saturday Math Academy , Parent Workshops
<b>Purchased services</b> - High quality staff and curriculum development contracts	N/A	N/A
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$5040.00	<input type="checkbox"/> Instructional materials for ELLs, instructional materials for Professional Development, Parent Community Involvement, Professional Literature, Awards
<b>Educational Software (Object Code 199)</b>	NA	<input type="checkbox"/> NA
<b>Travel</b>	N/A	N/A
<b>Other</b>	N/A	N/A
<b>TOTAL</b>	<b>0</b>	

## **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.

An assessment of I.S. 10's written and oral translation needs was conducted by taking a survey of our students' languages spoken at home. The participants of this survey included our English Language Learners, special education and general education students.

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.

It was determined that students in the following languages come from monolingual homes:

- Spanish
- Chinese
- Arabic
- Punjabi
- Bengali
- Hindi
- Albanian
- Korean
- Vietnamese
- Tibetan
- Urdu
- Portugese

### **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.

Written translation services will include communicating information about:

- Increasing parental awareness and participation in school activities and functions
- The high school selection process
- Graduation and/or promotional requirements
- Student performance and increasing achievement
- Translation of NCLB mandated requirements
- SES programs and after-school programs
- Parent-Teacher Conferences
- Other important weekly or monthly school notices

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.

- Oral interpretation services will include translations:
- During open school afternoon and evening conferences
- During monthly Parent Association meetings
- For individual parent conferences
- At Individualized Education Planning (IEP) conferences
- On a special needs basis

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>.

The Parent's Association, school aides, and teachers will be paid per session to translate documents not already translated by the Board of Education, regarding individual school notices, school policies, and any other documents the school finds necessary to send home with students.



## 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:	720,579	n/a	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7205.79		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$36,029	*	
4. Enter the anticipated 10% set-aside for Professional Development:	72057.9	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
96%

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.

Attendance at hiring halls, job fairs, canvassing of resumes by school committees and interviewing by school hiring committee.

\* 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.

I.S. 10 agrees to implement the following statutory requirements:

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

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **I.S. 10** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Solicit opinions/interest of parents at PA meetings
  - Surveys to help in planning, review and improvement of the school’s programs
  - Provide copies of policy/compact to all parents
  
2. **I.S. 10** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parents will be involved in reviewing and modifying the parent policy through monthly PA and SLT meetings

3. **I.S. 10** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective involvement activities to improve student academic achievement and school performance:

- Parents will be informed of all parent workshops and activities by:
  - Parent Coordinators Monthly Newsletter
  - School website
  - E-Mail
  - School calendar
  - Parents' Association monthly meeting
  - Reminder letters and phone calls

4. **I.S.10** will coordinate and integrate Title 1 parental involvement strategies with parental involvement strategies under the following other programs:

- Parent Workshops (behavior management, computer skills, homework tips, nutrition, Middle School Initiative)
- Title 1 Grow Report Assessment Meetings
- Open Access Library

5. **I.S.10** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy and activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic background) The School will use the findings of the evaluation about its parents involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Solicit opinions of parents at PA and SLT meetings
- Parent Workshop/Activity Surveys

6. **I.S.10** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective parent involvement of parents to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in the understanding topics such as the following, by undertaking the actions describe in this paragraph-

- i. the State's academic content standards,
- ii. the State's student academic achievement standards,
- iii. the state and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
  - o Signing School Compact
  - o Parent Orientation Meetings
  - o Open House
  - o November/March Parent/Teacher Conferences
  - o Parent Educational Workshops
  - o Website links

b. The school will provide materials and training to help parent work with their children to improve their children's academic achievement, such as literacy trading, and using technology, as appropriate, to foster parent involvement, by:

- o Open Access Library
- o Parent Coordinator Resource Center

- Parent Workshops for Literacy and Math
- Parent State Testing Forums
- Curriculum Parent Workshops
- Family Literacy Library Section

c. The school will,with the assistance of it's parents, educate its teachers, pupil services personnel, principal, and other staff, in how to reach out to, communicate with, work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Faculty Conferences
- Grade Conferences
- Professional Development Trainings

d. The school will,to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters,and the Parents as Teachers Program, public preschool, and other programs. and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Open Access Library
- Parent Resource Center
- Parent Workshops

e. The school will take the following actions to ensure that information related to the school and parent program, meeting and other activities, is sent to the parents of participating children in understandable and uniform format, including alternate formats upon request, and, to extent practicable, in a language the parents can understand:

- Translate important documents
- Notices to be sent via E-mail to working parents
- Phone calls to hard to reach parents

### III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team. This policy was adopted by I.S. 10 on 06/05/08 and will be in effect for the period of three years. The school will distribute this policy to all parents of participating Title I, Part A children on or before March 4, 2011.

#### 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.

#### Required School-Parent Compact Provisions

##### School Responsibilities

I.S. 10 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Provide teachers with professional development
- Provide parents with trainings with workshops on content
- Create classroom environments conducive to the workshop model
- Provide leveled libraries in each classroom
- Provide word walls for student reference

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Parent Teacher conferences held in November and March

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Phone conferences as needed
- Parent conferences with classroom teachers
- Parent conferences with guidance counselors, deans, assistant principals, and principal

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Phone conferences as needed
- Parent conferences with classroom teacher
- Parent conferences with teachers, guidance, principal and grade

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Open House
- Orientations
- Tours on Tuesdays
- Join and volunteer Parents' Association

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs(participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

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

### Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

[Describe the ways in which students will support their academic achievement, such as:

Do my homework every day and ask for help when I need to.

Read at least 30 minutes every day outside of school time.

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

SIGNATURES:

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

DATE

DATE

DATE

(Please note that signatures are not required)

## **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.

A major concern for I.S. 10 is the academic achievement of ALL of our students in ELA. We are especially concerned with the performance of our ELLS and SWDs in this area. Our ELLs made AYP Safe Harbor in ELA and our SWDs reached their safe harbor targets also. We are specifically targeting these student subgroups. Since our student performance in ELA has decreased, student growth in ELA will remain a focus. Although many of our students' scale scores have remained the same, our 3's and 4's have gone down and our 1's and 2's to have increased. We are focusing on the Common Core State Standards and will be targeting these students.

2. Schoolwide reform strategies that:

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

Currently, Horace Greeley receives allocations for Title I/PCEN and a percentage of that money will be allocated for AIS services, AIS teachers will service approximately 585 of our students. AIS will include approximately nineteen classes of meeting approximately 4 times per week with their teacher targeting those students that scored in level 1 and 2 on the state ELA exam. They will use the materials mandated by the Department of Education as well as additional support materials previously described for our Literacy Program. By the end of 2011, we expect to see a 5% increase in the number of targeted students moving from level 1 to level 2, level 2 to level 3, and 5% from level 3 to level 4 on the standardized city and state test.

Academic Intervention Services are provided throughout the school day to at risk students that scored below level 3 on the state exam. At risk students are placed in enrichment classes and reading classes to improve their reading skills. Our literacy program will continue to align all instruction in all subject areas, with state, city and performance standards. Some students falling within the level 1 group on the state exam also receive resource room services as well as speech and language services. We will also be implementing Achieve 3000, a technologically based literacy program for these students. An extended day program for literacy for all students, grades 6, 7 and 8, including ELL and Special Education, will be continued. We anticipate a 5% increase of all students' performance levels on standardized exams. (Including Special Education and ELL students)

In order to create smaller learning communities, I.S. 10 had submitted and received approval for a voluntary Restructuring Plan for the 2004-2005 school year. In 2010-2011, we will continue to improve on these changes, assessing student needs where necessary. We will continue to improve the organization of our three smaller academies:

- St. John's Academy
- Columbia University Academy
- NYU Academy

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.

I.S. 10 will continue to program students into an ELA and Math block scheduling format. Also, based on the available data students that have scored below a # on the state ELA and Math exams will receive AIS service. Extended-day activities will also be geared towards test sophistication and skill building. We will offer an after-school Reading Program, as well as, a Saturday Math Academy.

o Help provide an enriched and accelerated curriculum.

Honors classes have a modified America's Choice curriculum to better serve their needs. They also participate in modified Math and Social Studies classes. Honors classes are eligible to take the Math Regents and we are working on making that possible for Honors ELA questions as well. Enrichment classes are also provided with a modified ELA, Math and Social Studies curriculum.

o Meet the educational needs of historically underserved populations.

In the past several years, we have met AYP in all student subgroups. We continue to offer services to ELLs and SWDs via Achieve 3000, Saturday Math Academy, Early Bird ELL Program and all ELLs and SWDs are scheduled into Visual Arts or Drama classes.

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.

Targeted students will receive the aforementioned services: Achieve 3000, After-school Reading and Test Sophistication Program, Saturday Math Academy, Extended Day activities and block scheduling in ELA and Mathematics. At-risk students receive mandated counseling and the School Based Support Team will meet once a month to discuss progress of these students and possible placements.

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

N/A

3. Instruction by highly qualified staff.

Our population is heterogeneously grouped within each grade and supported by a pedagogical staff of 62 teachers. Of these 62 teachers, 95% are fully licensed and permanently assigned. 80% of the staff have more than 5 years experience and 88% have a Masters Degree or higher.

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.

Due to budgeting constraints, we are unable to have a Literacy Coach for the 2010-2011 school year. However, the Assistant Principal of ELA along with the English Department Chairperson will provide adequate training during Staff Development sessions. These staff members will model sample lessons based on genre and author studies, in addition to distributing essential materials for ELA teachers in all grades. They will share Literacy knowledge of the Workshop Model and demonstrate successful strategies used in classrooms.

Due to budgeting constraints, we are unable to have a Math Coach for the 2010-2011 school year. The Assistant Principal of Mathematics, as well as, a Math Chairperson on each grade level, will provide mini-lessons and demonstration lessons for math teachers,

emphasizing instructional math strategies to meet the needs of our students, so they can achieve city/state performance standards. The workshops would be given on mandated professional development days and during math departmental meetings in coordination with the above mentioned staff members to further enhance teacher proficiency in Mathematics education. These staff members will assist teachers in implementing the Impact Math all Math teachers. They will also ensure that the math curriculum and professional development is aligned with the DOE Math Initiatives and state performance standards. Math planning will be during common Preparation periods. Teachers will attend voluntary “lunch and learn” workshops where they can become more skilled at Math literacy, technology, ACUITY, Quarterly Exams, lesson planning, and mathematical problem solving.

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, Assistant Principals, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers and school administrators.

Science teachers will be provided with adequate training for using the new state of the art Science Laboratory by the staff at Bryant High School. Additional training will also be provided for using the newly purchased Smart Boards. Teachers will receive useful strategies, such as the GLOBE international weather data collection and transmittal program.

Further instruction will be provided for Social Studies teachers using document-based research to apply into their classrooms. Teachers will receive supplementary training in planning their lessons following the America’s Choice approach and using time management skills effectively in their daily activities.

The Foreign Language teacher will follow the workshop model while demonstrating language skills. Using this approach, teachers will be better able to apply conversational language skills. Teachers will be trained in using research techniques in order to provide more cultural atmosphere with their students.

Technology teachers will become familiar with the options and resources available to them in the school’s computer lab. By training in this lab, teachers will be able to incorporate whole-group instruction implementing technology. Teachers will also be able to provide better service on research-based projects and assignments. Furthermore, teachers of all subject areas will be capable of adding an advanced literacy component to their students’ finished work.

The Arts teachers will be able to incorporate art techniques through various projects in different subject areas.

Qualified licensed teachers will receive training by attending professional development workshops. In addition, they will be given opportunity to collaborate and create lesson plans for the school year.

All teachers will receive professional development in the Common Core State Standards.

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



Attendance at hiring halls, job fairs, canvassing of resumes by school committees and interviewing by school hiring committee.

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

We will have three PA meetings per month rather than one meeting. We will also schedule these meetings at various different times in order to meet the needs of the parents' schedules. We will implement different Parent Involvement activities including Parent Saturdays, Broadway Plays, Donuts for Dads, and Family Movie Night.

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.



- Forming committees (Curriculum Development Team, Instructional Leadership Team, Inquiry Team, Professional Learning Teams)
- Forming Academy Teams (Teaching Teams, Common Prep Periods, Departmental Teams)
- Curriculum Mapping by grade

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.



- Inclusion of staff in all PPT meetings

- At-risk services to closely monitor area of need
- AIS classes four times per week to address deficiencies such as in Math or Literacy
- One on one tutoring
- Wilson and Great Leaps program or an addendum to already present AIS programs
- Achieve 3000

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.



I.S. 10 is currently coordinating efforts with:

- Alcohol and drug prevention programs housed in the building
- NY Foundling Association
- Services of Learning Support Organization

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

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

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

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

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

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

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

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

Program Name	Fund Source ( <i>i.e.</i> , Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool ( <i>Refer to Galaxy for school allocation amounts</i> )	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> 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)
Title III	Federal	Yes			It is anticipated that the same level of Title III funding will be available for the 2010-2011 school year in the approx. amount of \$24,000	True	

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<sup>1</sup>**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.

<sup>2</sup>**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.



Program resources will be used to implement 90 minute blocks in ELA and Math, AIS Programs, Wilson Reading Program, SETTS, and an after-school Literacy Program.

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



All resources are incorporated and are reflected in the daily student programs.

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;



I.S. 10 is utilizing the America's Choice School Design (ACSD). The program will include the following components:

- **Independent Reading:** Students read multiple books at their independent level to fulfill the NYS standards. The teacher confers with students during this time to determine strengths and weaknesses and students' needs. (Approximately 20-25 minutes.)
- **Independent Writing:** Students maintain work folders, Writer's Notebooks or portfolios, which reflect their ideas and insights. Students work on multiple genre studies, author studies and craft units of study, student's work carefully to change their raw material into published pieces. (Approximately 25-35 minutes.)
- **Shared Reading:** Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is portioned by the teacher to model specific reading and writing strategies. (Approximately 10-15 minutes.)
- **Interactive Writing:** In the lower grades teachers invite students to take risks in recording their oral sentences into written text. (Approximately 10-15 minutes.)

- **Read Aloud:** The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class to connect the strategy with the mini-lesson. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers. (Approximately 15-20 minutes.)
- **Word Study:** Depending upon grade, may be phonics or word study including prefixes and suffixes, root words, word families using an interactive word wall, etc. (Approximately 5-10 minutes.)
- **Guided Reading:** The teacher leads small group instruction based on assessed needs (Approximately 20-30 minutes.)

Classroom Leveled and Genre-Sorted Libraries will include a variety of children's literature, such as fiction, poetry and non-fiction, and biography books that appeal to a variety of different interests, to better engage students in reading and writing. "America's Choice" program materials for grade 6 modules include: S2A, S2B, S2E and S2G. Modules from "America's Choice" core library for grade 7 will be S3A, S3B, S3E and S3G and grade 8 will use S4A, S4B, S4E and S4G. Additional support materials will include: Literature Anthologies (Journey, Adventures, Projections, Counterpoints, Outlooks In Literature, Prentice Hall - Gold, Silver and Copper editions, Grade 6; Prentice Hall Literature Bronze edition. Grade 7 will use Prentice Hall Silver edition and, Grade 8 Prentice Hall Literature Gold edition, in conjunction with grammar books (Warriner's Course 1-3, and Prentice Hall Grammar) Vocabulary Workshop: Level A for Grade 6; Level B for grade 7; and Level C for grade 8 and a great variety of paperback novels appropriate for each grade, including Special Education. All Write will be used as additional support for grammar and writing, Read, Reason and Write - Unusual People, Famous People, Mummies and Revolutionary War. Soar To Success Level 4 through Level 6 programs. The ELA A.P. and the ELA Department Chairperson, will assist staff in the planning and implementation of the language programs as well as demonstrating targeted activities to assure the success of the program. In addition, they will assure that staff will demonstrate outstanding classroom practices to other teachers in the school and work on ongoing professional development projects to support the program. (See Descriptive Addendum for America's Choice Literacy Program)

The components of I.S. 10's Math program include:

Instructional Materials/Texts: Impact Mathematics supplemental by Hot Words, Hot Topics

Planning Guide – Pacing and Alignment Calendar:

90 Minute Math Block:

- Motivation: Explore
- Mini-lesson:
  - Investigate
  - Problem Set A
  - Think/Discuss
  - Problem Set B
- Share/Summarize
- On Your Own
- Connect/Extend
- Homework, Skills Practice, Test Prep, Problem solving, Performance Assessment Using Manipulatives

Intensive Professional Development, including:

- School-based Professional Development Team, which includes the Principal, Literacy and Teacher Center Math Coach, and other essential participants who will demonstrate outstanding classroom practices to other teachers in the school.
- Ongoing PD for all teachers, coaches, and school administrators.
- Additional Support for Students (when necessary)

The Math Department will continue to utilize IMPACT Mathematics during the 2009-2010 school year. The I.E.P. Team, in addition to providing diagnostic and counseling services, will give additional mathematics instruction to the special education students as mandated by the Department of Education. The Math A.P. along with the 3 Grade Level Department Chairpersons, will give demonstrations and/or mini-lessons, provide professional development using math manipulatives, Impact Math 6, 7, and 8, Problem Solving, and Mentoring new teachers.

Currently, Horace Greeley receives allocations for Title I/PCEN and a percentage of that money will be allocated for AIS services, AIS teachers will service approximately 585 of our students. AIS will include sixteen classes of meeting 4 times a week with their teacher for 90 minute blocks targeting those students that scored in level 1 and 2 on the state ELA exam. They will use the materials mandated by the Department of Education as well as additional support materials previously described for our Literacy Program. They will also utilize our in-house created, AIS curriculum and Achieve3000.

In Social Studies, our goal is to build capacity for high levels of performance in Social Studies for all students. By June 2011, using a balanced literacy approach and document based research, 100% of grade 8 students will prepare and present a social studies exit project and 6 and 7 students will also produce reports demonstrating their knowledge of social studies concepts. Students will produce written reports on specific concepts in social studies, use library and Internet-based reference and sourced documents, and offer analysis of political situations both current and historical which demonstrate higher order thinking skills and deductive reasoning. The Honors sixth grade uses The World Past and Present; East and West is used by the other students. ELL sixth graders use The World and You. Seventh and Eighth graders use The American Nation in Honors classes, Exploring American History in regular classes, and One Nation Many People, Vol. 1 and 2 in ELL classes. Classes will schedule sessions into the computer labs to enhance the Social Studies curriculum with Internet sites relating to their area of study and produce a cross curriculum exit project.

Our goals for Science are to build capacity for high levels of performance in Science for all students. Our Science program, uses the scientific method, inquiry and investigation model that meets state standards. 90% Grade 8 students will submit a Science exit project and 90% Grade 6 and 7 students will submit a Science project for the Science Fair. Using the inquiry and investigation model and using the scientific method, students will demonstrate knowledge of scientific thinking and investigation by hypothesizing, predicting, observing and gathering data to draw conclusions. They will absorb concepts of Physical, Life, Earth, and Space Science and perform experiments from researched data using technology and tools for research and presentations. Grade 6 Life Science is using Scott Foreman's Life Science or Macmillan's Life Science or Holt Earth Science. Concepts in Life, Physical and Earth Science, is sometimes used for the ELL classes. The Special Education Classes use the Concepts textbook.

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;



All support programs and morning and after-school programs support the regular educational program. AIS teachers conference with and assess students along with the major subject teachers. We have created an in-house AIS curriculum that is aligned with the state standards, as well as, addressing student deficiencies as evidenced by the state exams. AIS teachers, After-school teachers, and morning program teachers utilize different curricula, books, and strategies to address student needs

5. Provide instruction by highly qualified teachers;



More than 98% of our teachers are teaching in their license area. This ensures that instruction is provided by highly qualified teachers.

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



Our Professional Development activities for the school year,2010-2011, will provide our staff with the latest initiatives in literacy,mathematics and technology support services. By June 2011, we will provide professional development for all staff with emphasis on new teachers, honing in on the expertise of math and literacy chairpersons and administrators, veteran staff and a technology specialist. The Department of Education's literacy and mathematics programs will continue to be the primary focus of the professional development workshops in the 2009-2010 school year. Topics will include: Balanced Literacy, flexible grouping,cooperative learning, principle's of learning; using Bloom's Taxonomy,questioning techniques, academic intervention strategies, behavior management,item-skills analysis, using ARIS, alternative assessments, using manipulatives,technology-literacy connections, TAN, differentiated instruction, and record keeping. We will target staff members,new staff, paraprofessionals (Special Education, Tax Levy, Reimbursable, and ELL) at Professional Development Days, common departmental preparation periods,before and after school workshops (as budget permits) and regional staff development workshops. Administration,literacy and math coaches will follow pacing calendars to insure uniform instruction and allow sharing of best practices. Ongoing evaluation and implementation of mandated program guidelines would be assured by the administration conducting daily formal and informal observations.

7. Provide strategies to increase parental involvement; and



The I.S. 10 Parent Involvement Program offers workshops on Saturdays to parents with their children (Title 1 Program) and also schedules "Academy Teacher" meetings with parents, their children, the teachers and Guidance Counselors, along with the supervisors. I.S. 10 has an incentive program which gives student awards and certificates for perfect attendance, a Principal's First and Second Honor Roll, citizenship certificates and Student of the Month awards, which recognize the most improved student, etc. Evening classes are available for parents in ELL and GED with an Adult Education Program certified by the Department of Education. We offer Open House, ELA testing program to familiarize parents with student expectations, District 30 Safety and Health Forum, Clowning Around (Family Night), Arithmetickles (Math Night/Game Show), High School Information Night, Donuts with Dads (today's topics for dads), and a Parent Reading Library.

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



Alcohol and drug prevention programs housed in the building are offered. We are associated with the NY Foundling Association and Services for Learning Support Organization.

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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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.)

3

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

This population is provided with mandated counseling services, opportunities for involvement in after school programs, an open line of communication with agencies involved, and ongoing attendance tracking.

### **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).

N/A

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

N/A

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.

N/A



# **CEP RELATED ATTACHMENTS**

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

File Name - 28\_30Q010\_020411-145221.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>208</b>	District <b>30</b>	School Number <b>010</b>	School Name <b>Horace Greeley</b>
Principal <b>Clemente Lopes</b>		Assistant Principal <b>Alfredo Centola</b>	
Coach		Coach	
Teacher/Subject Area <b>Maria Zic, S.S.</b>		Guidance Counselor <b>Sharon Narvaez</b>	
Teacher/Subject Area <b>Nancy De Poalo, ELA</b>		Parent <b>Carolyn Peterson</b>	
Teacher/Subject Area <b>Lorraine Kleinshuster, ESL</b>		Parent Coordinator <b>Carolyn Peterson</b>	
Related Service Provider <b>Pauline Megaro</b>		Other <b>Gail Altan, Asst Principal</b>	
Network Leader <b>John O'Mahoney</b>		Other	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>940</b>	Total Number of ELLs	<b>145</b>	ELLs as Share of Total Student Population (%)	<b>15.43%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### Parent Choice

When parents register their children at the beginning of the school year, the following protocol is in place to ensure that newly admitted ELLs become acquainted with their new environment. Parents complete the Home Language Inventory Survey (HLIS). If a language other than English is indicated as the student's home language, parents are invited to attend an orientation at the school. Program choice letters and outreach are made during the first two weeks of September. The orientation meetings are conducted immediately after. Translation services are used, if necessary, to communicate with parents in their home language. Parents meet with the Assistant Principal of ELLs and the Parent Coordinator to view the video provided by the Department of Education which is available in several languages and used for the purpose of this orientation. When necessary, translation services are used to assist with this process. Parent choice and video meeting are conducted for first time registration. Identified students are administered the LAB-R to ensure placement in the appropriate setting.

I.S. 10 provides students with ESL instruction, therefore, parents have always chosen ESL as their program selection. Our programs are geared towards Free Standing ESL. Eligible students are administered the LAB-R to determine their level of English language proficiency and then are placed into the program selected by their parents. When parents choose a program not offered in the school, i.e. Dual Language or Bi-lingual Education, and there are not sufficient numbers of parents requesting that program to justify creating one, then parents are offered the option of transferring their child to a school that offers that program.

Students that are identified as ELLs are assessed through the LAB-R and NYSESLAT. Based on the results of these assessments, students are placed in Beginner, Intermediate or Advanced classes. Students are reassessed midyear through the ACUITY ESL Diagnostic to foster possible moving of student to a higher level to better serve his/her needs.

Parents can receive additional information on ELL programs during monthly Parent's Association meetings, tours on Tuesdays, parent-teacher conferences, adult ESL classes Citizenship Preparation classes and other Parent workshops offered throughout the year.

New ELL students are given a tour of the building along with their parents. In recognition of the importance of Parent/Family involvement in a child's education, a general orientation session is scheduled during the month of October. It is an evening orientation where parents are provided with all information regarding program requirements, standards, assessment and school expectations.

The school complies with the Chancellor's orientation requirement by additionally, providing an orientation session for every parent of a potential ELL student. These orientations will take place in the Parent Coordinator's office, with the Parent Coordinator and the Assistant Principal of ESL, immediately upon registration of the new student. At these sessions, the required video will be shown, specific information as to what the school offers ELL students will be presented, and the choices they have available to them will be given. After the sessions, parents are able to fill out a survey to convey their choice of program. Upon review of the Parent Survey and program selection forms, the trend is overwhelmingly ESL. Any parent who chooses another program is provided with locations where the program is offered.

# Part III: ELL Demographics

## A. ELL Programs

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

Check all that apply

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	145	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	29
SIFE	12	ELLs receiving service 4-6 years	43	Long-Term (completed 6 years)	43

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	59	10	3	43	2	18	43	0	8	145
<b>Total</b>	<b>59</b>	<b>10</b>	<b>3</b>	<b>43</b>	<b>2</b>	<b>18</b>	<b>43</b>	<b>0</b>	<b>8</b>	<b>145</b>

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

## C. Home Language Breakdown and ELL Programs

### Transitional Bilingual Education

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

<b>Dual Language (ELLs/EPs) 9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
-------------------------------------------------------------------	------------------------------------

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							27	26	31					84
Chinese								1						1
Russian														0
Bengali							1	6	9					16
Urdu								1						1
Arabic							5	3	7					15
Haitian														0
French														0
Korean									1					1
Punjabi							3	1	1					5
Polish														0
Albanian								1	1					2
Other							6	9	5					20
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>42</b>	<b>48</b>	<b>55</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>145</b>

## 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.

I.S. 10 has set up a Freestanding ESL program. All of the 145 students in our program receive the mandated number of minutes and more in ESL and ELA. Accordingly, the Beginners, and Intermediate level students (as determined by the LAB-R and the NYSESLAT) receive a minimum of 360 minutes in ESL and Advanced level students receive 180 minutes of ESL and 180 minutes of ELA. In this freestanding ESL program, the Language Arts is taught using ESL methodologies. Content area instruction is in English using ESL strategies.

We have two fully certified NYC and NYS licensed ESL teachers implementing our program. The overriding goal of our ESL program at IS 10 is to implement WSL techniques to develop conceptual skills. The focus is to teach and challenge students at high levels of thinking with the purpose of embedding comprehension skills while they are learning English. The ESL approach will develop skills in understanding the cognitive areas in English. Content area instruction will be provided in English.

1. The integration of vocabulary acquisition through the implementation of the workshop model in content area lessons.
2. Allocating sufficient time for conceptual analysis.
3. Scaffolding techniques consistently employed throughout the lesson, which includes hands-on activities and visual demonstrations, plays a critical role in developing and learning abstract concepts.
4. Opportunities are provided to display the scaffolding of content area material at all levels of English acquisition.
5. A comprehensive review of key vocabulary is displayed through the use of word walls.

#### Plan for Newcomers

Parents of students who are new to the country need a lot of support from the school community. Translation Funding can be used to help facilitate this transition. These services will be used to:

- Communicate information about the school's academic programs and afterschool programs
- Communicate information about a child's academic progress and student needs
- Translating written communications between school and home

Beginner ELL students are programmed into beginner ESL classes. This ensures that these students receive sufficient ESL instruction.

#### Plan for Long-Term ELLs

Long-term ELLs will continue to receive individualized and differentiated instruction, as well as, receiving AIS services. In the classrooms, lessons will integrate literacy with academic content. Teachers will draw on students' cultural and linguistic backgrounds and life experiences.

Our goal is to move our long term ELLs in accomplishing the goal of English Language proficiency. Data will be used to drive instruction. The instruction will be geared toward helping our long-term ELLs build literacy skills and strategies. Lessons will be based on the Learning Standards for English as a Second Language. Long Term ELLs will use Achieve 3000, Spell-Read and Rosetta Stone software, as well as, being invited to participate in extended day activities and the After School Reading and Math Program.

#### Plan for SIFE Students

12 of our ELL students have been identified as SIFE students. These students have been identified through academic records, grades and test scores, informal assessment of literacy skills, interview and inquiry into a student's academic background and writing samples.

In addition to our After School ELA and Math Program, SIFE students are offered and encouraged to participate in extended day activities which include academic classes and clubs. AIS services also provide SIFE students with additional support to increase literacy and mathematics. These services are implemented during the school day. SIFE students also use the following resources: Achieve 3000, Spell-Read and Rosetta Stone software. Guidance Counselors are used as an intervention tool and serve as a connection between home and school.

#### Plan for Transitional Support

Students who reach proficiency, are placed for one year in a transitional class where core subjects are taught with ELL methodology but no freestanding ESL instruction is provided. Monitoring of these students' progress and providing the content area teachers with support through professional development opportunities, will also help these students as they continue learning English in a supportive environment.

#### Classroom Environment:

- Integration of vocabulary acquisition through the implementation of the workshop model in content area lessons.
- Sufficient time is allocated for conceptual analysis.
- Opportunities are provided for the practice of new terms and for reviewing using ESL strategies.
- A variety of techniques are provided to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language).
- Ample opportunities are provided for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
- Scaffolding techniques (provide the right amount of language support to move students from one level of understanding to a higher level) are employed consistently throughout lessons.
- Board work, difficult terms, graphs and diagrams are clearly labeled and provide a print rich environment.
- Opportunities are provided to display the scaffolding of content area material at all levels of English acquisition.
- A comprehensive review of key vocabulary is displayed through the use of word walls.

#### Plan for New Programs/Discontinuation of Programs

In consultation with the School Leadership Team (SLT), no new programs are scheduled to take place next year. None of our current programs/services are scheduled to be discontinued.

#### Equal Access/Supplemental Services

ELL students are programmed into all Unified Arts classes and AIS classes as regular education students are and have access to all extracurricular offerings such as: musical theater production, clubs (art, chess, running, computers, mythology, drama, movie, community service) and extended day instruction.

Supplemental services offered to our ELLs include: targeted AIS, afterschool academic program, Spell-Read, Attanasio- Getting Ready For NYSESLAT, Rosetta Stone and Coach books for test preparation.

#### Native Language Support

Translation services are utilized when necessary to communicate in a student's home language. All students are given the opportunity to take exams in their native language.

#### Professional Development:

Assistant Principals, Psychologists, Occupational Therapists, Speech Therapists, Secretaries and Parent Coordinators will attend Network 208 based Professional Development. Assistant Principals and Counselors will also attend Language Allocation Policy workshops for Principals and School Leaders. Mr. Centola (A.P. of ESL) will provide a professional development workshop on ELL writing. Mr. Lopes (Principal) will present a professional development workshop in ELL Data Interpretation. The services of CITE as an on site, ongoing training for ELA-writing and implementation will take place four hours per month.

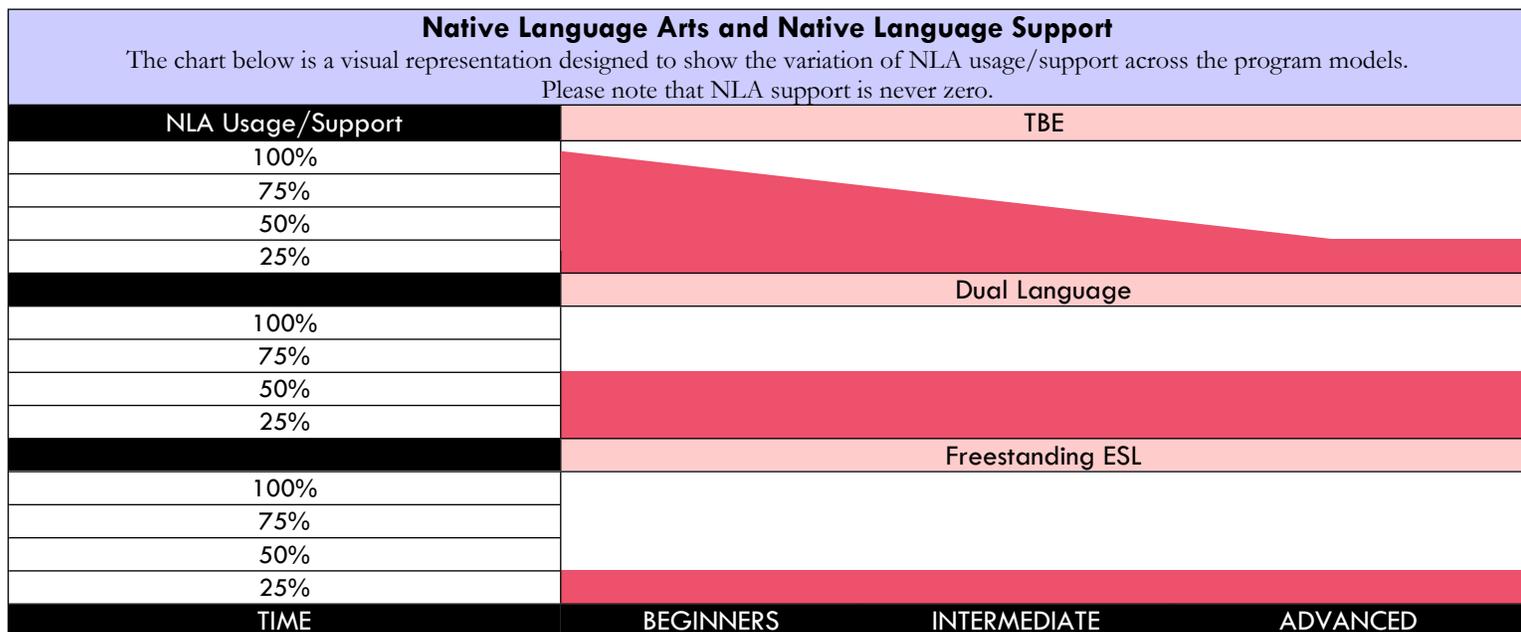
Common branch teachers and subject area teachers will attend workshops regarding methodologies and mode of instruction regarding ELL students. Q-Tel strategies for ELA, Math, Science and Social Studies teachers will also be an integral part of this professional development. Specific personnel have already been trained in Q-Tel methodologies, Ramp Up and America's Choice to provide support for transitional ELLs.

All teachers (excluding ESL licensed teachers) will receive the 7.5 hours of ELL training in the following manner:

- November 3, 2010: Common Core State Standards and Differentiated Instruction with Carol Turoff from CITE Professional Learning Teams and the Common Core Standards Special Education Teachers-Test Accommodation Development
- June 9, 2011: Data Analysis and Alignment to Teacher Assessment (TAN) presented by the Inquiry Team

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

## 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.

§ Contractual professional development sessions will be used for ESL staff development.

§ Possible topics are: ESL lesson planning, ESL classroom management skills, selecting ESL teaching materials, sensitivity training, multicultural awareness, NYSESLAT format, content based applications, listening/speaking strategies.

§ All teachers serving ELLs will be encouraged to attend ongoing city-wide & region wide workshops.

§ All newly appointed teachers serving ELLs will be provided with a mentor teacher to assist them in planning, delivery of instruction &

assessment.

§ New teachers are provided with the mandated 7 ½ hours of ESL training. The training is provided by the region’s instructional support specialists, Mr. C. Lopes, and Mr. Centola.

Further training will be administered by Sussman Co. to assist with our After School Reading and Math Program for ELLs.

### 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?

Our new website translation software was developed by Echalk to provide all parents, regardless of their native language, to access all information in regards to school events, children's progress, assignments, and all bussiness related to I.S.10Q. Furthermore, it provides them with a direct line of communication to all staff members.

- o All parents are invited to participate and/ or volunteer in all activities at I.S. 10
- o Our school offers adult ESL classes and citizenship preparation classes
- o I.S. 10 also offers free programs for children and parents to attend such as Arithmetickles, Free Movie Friday, Donuts for Dads, rent Saturdays, Broadway Plays and Tours on Tuesdays
- Parent needs are determined by Parent Surveys developed by the Parent’s Association and parent members of the School Leadership Team.

## 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)							3	4	11					18
Intermediate(I)							13	15	17					45
Advanced (A)							26	28	28					82
Total	0	0	0	0	0	0	42	47	56	0	0	0	0	145

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	27	12	1		40
7	32	28	3		63
8	27	20			47
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	9		24		8		2		43
7	13		14		12		2		41
8	10		23		10		6		49
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	7		20		6				33
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	14		6		4				24
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

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

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

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

writing mechanics and strategies.

Our ELA results indicate that in Grade 6, our ELL Level 1s have increased significantly from 2009. Our ELLs scoring a Level 3 have decreased from 28.3% of the 6th grade population scoring at a Level 3 in 2009 to 2.5% scoring at a Level 3 in 2010. None of our ELLs reached a Level 4 in the 6th grade in 2009 or 2010 and that will continue to be a focus of Inquiry Team work for the 2010-2011 school year; moving our ELLs beyond a Level 3.

In Grade 7, we see a similar trend in ELLs scoring a Level 1. We went from 2.5% of ELLs scoring at a Level 1 to 50.8% of ELLs scoring at a Level 1 which is a significant decrease. Our Level 2s for ELLs have also shown a pattern of decrease going from 87.5% in 2009 to 44.4% in 2009. We are showing a stall in 3s and 4s for ELLs in the 7th grade. Once again, this will be an Inquiry Team and school-wide focus.

## Part VI: LAP Assurances

In the 6th grade and for this, the inquiry team will focus on growth in this area in the 6th grade and the other grades.

In addition to the Inquiry Team work, selected ELL students will receive AIS services which will include the Achieve 3000 Program. Achieve 3000 is a web-based individualized reading and writing instruction program aligned with state standards and based on scientific research in

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		

addressed.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 010 Horace Greeley					
<b>District:</b>	30	<b>DBN:</b>	30Q010	<b>School</b>		343000010010

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.0	94.8	93.7
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	310	295	268				
Grade 7	316	343	327				
Grade 8	304	322	342				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	1	1				
<b>Total</b>	<b>930</b>	<b>961</b>	<b>938</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.8	94.7	95.4

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	91.4	95.5	95.5

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	4	56	7

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	36	31	3

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	45	46	47	Principal Suspensions	175	299	340
# in Collaborative Team Teaching (CTT) Classes	34	37	33	Superintendent Suspensions	57	38	41
Number all others	37	44	49				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	63	64	65
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	18	12
# receiving ESL services only	138	154	TBD				
# ELLs with IEPs	22	35	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	2	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	0	17	% fully licensed & permanently assigned to this school	95.2	100.0	100.0
				% more than 2 years teaching in this school	81.0	75.0	83.1
				% more than 5 years teaching anywhere	69.8	68.8	67.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	88.0	87.7
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	91.1	96.8	98.2
Black or African American	7.2	6.2	5.9				
Hispanic or Latino	47.3	51.0	49.7				
Asian or Native Hawaiian/Other Pacific	26.0	24.8	26.1				
White	19.5	18.0	18.3				
<b>Male</b>	54.2	53.5	51.4				
<b>Female</b>	45.8	46.5	48.6				

**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**

<b>SURR School (Yes/No)</b>		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:**

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	vsh	v					
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>8</b>	<b>8</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	59.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	6.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)