



RIDGEWOOD INTERMEDIATE SCHOOL 93

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 24Q093
ADDRESS: 66-56 FOREST AVENUE – RIDGEWOOD, N.Y. 11385
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: I.S. 93 **SCHOOL NAME:** Ridgewood Intermediate School

SCHOOL ADDRESS: 66-56 Forest Avenue Ridgewood, N.Y. 11385

SCHOOL TELEPHONE: (718) 821-4882 **FAX:** (718) 456-9521

SCHOOL CONTACT PERSON: Edward Santos **EMAIL ADDRESS:** esantos3

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Eva Leopardi

PRINCIPAL: Edward Santos

UFT CHAPTER LEADER: John Harrington

PARENTS' ASSOCIATION PRESIDENT: Celeste Islam

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** 204

NETWORK LEADER: Diane Foley

SUPERINTENDENT: Madeline Taub-Chan

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
Edward Santos	*Principal or Designee	
John Harrington	*UFT Chapter Chairperson or Designee	
Celeste Islam	*PA/PTA President or Designated Co-President	
Maritza Navedo	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Patricia Gray	DC 37 Representative	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Eva Leopardi	Teacher	
Maria Ostapak	Teacher	
Susan Zampino	Teacher	
Francisco Pina Jr.	Parent	
Elizabeth Mancheno	Parent	
Lydia Martinez	Parent	
Maureen Walsh	Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Ridgewood Intermediate School 93's mission is to prepare all of our students to succeed in high school, college, and the world of 21st century work. Our success in raising growth percentiles, increasing proficiency levels, and closing the achievement gap is a consequence of five key factors.

We operate within an inquiry-minded culture of collaboration. The analysis of periodic assessment data is at the heart of our instructional decision making. Teachers and coaches meet weekly by subject and grade to examine student work and performance results. They look for strengths, weaknesses, and trends that help them plan lessons that are responsive to the needs of their students. The principal, assistant principals, and coaches also meet weekly to discuss student work and periodic data. They share observations, voice concerns, and consider solutions that raise both teacher and student performance levels.

We leverage our financial resources with a sense of innovation and prudence. Money from a variety of sources such as Fair Student Funds, Title I, Title III, and Contracts for Excellence is used to drive many programs. I.S. 93 offers students a range of academic, sports and arts programs before school, after school, and on Saturdays. ELA, Math, ESL, Native Language Literacy, Specialized H.S. Prep, Social Studies and Science Exit Projects, Book Clubs, Badminton, Basketball, Volleyball, Wrestling, Chess, Dance, Piano Keyboard, Drama, and ARISTA Honors are some of the extra programs available to our students.

We make professional development a priority. Teacher quality rises, student performance increases. Throughout the year, funds are earmarked for professional development in the workshop model of instruction and in the uses of technology to ensure that our teachers are on the cutting edge of their craft. Professional development at I.S. 93 is provided internally by a infrastructure of thoughtful and innovative instructional staff. As a member of Children First Network 204, our professional abilities are refined through our participation in a variety of training in curriculum, instruction, and operational functions that support teaching and learning.

We make the most out of our technology. As an *iTeach iLearn* school, all students have access to computer use throughout the school day. Teacher are assigned laptop computers to facilitate and enhance the process of teaching and learning. Interactive Smartboards and Internet supports are used daily. Not only is the level of instruction raised by our hardware and software solutions, but our operations and logistical capabilities have improved in programming, scheduling, and the reporting of periodic assessment results. Technology supports all of the data-driven inquiry processes including goal setting, which includes supervisors' goals, teacher goals, and student goals.

We believe in networking and a team approach as we carry out our mission. Our students are successful because we have the support of our Parents Association, SLT, Parent Coordinator, local businesses, NYPD's 104th Precinct, and legislators. We also have strong partnerships with Queens College, St. John's University, and the Greater Ridgewood Youth Council. I.S. 93 is a member of Children First Network 204, which includes 27 DOE elementary, middle, and K-8 schools.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

(see pages 7 – 9)

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	I.S. 093 Ridgewood								
District:	24	DBN:	24Q093	School BEDS Code:	342400010093				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded	√	
	2		6	√	10				
Enrollment					Attendance - % of days students attended :				
(As of October 31)	2007-08	2008-09	2009-10		(As of June 30)	2007-08	2008-09	2009-10	
Pre-K	0	0	0			92.9	93.9	TBD	
Kindergarten	0	0	0		Student Stability - % of Enrollment :				
Grade 1	0	0	0		(As of June 30)	2007-08	2008-09	2009-10	
Grade 2	0	0	0			94.4	94.7	TBD	
Grade 3	0	0	0		Poverty Rate - % of Enrollment :				
Grade 4	0	0	0		(As of October 31)	2007-08	2008-09	2009-10	
Grade 5	0	0	0			72.1	71.9	83.6	
Grade 6	416	394	421		Students in Temporary Housing - Total Number :				
Grade 7	446	450	432		(As of June 30)	2007-08	2008-09	2009-10	
Grade 8	462	458	455			7	28	TBD	
Grade 9	0	0	0		Recent Immigrants - Total Number :				
Grade 10	0	0	0		(As of October 31)	2007-08	2008-09	2009-10	
Grade 11	0	0	0			49	57	29	
Grade 12	0	0	0		Special Education Enrollment:				
Ungraded	2	2	1		(As of October 31)	2007-08	2008-09	2009-10	
Total	1326	1304	1309		(As of June 30)	2007-08	2008-09	2009-10	
						75	169	TBD	
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2007-08	2008-09	2009-10		(As of June 30)	2007-08	2008-09	2009-10	
# in Self-Contained Classes	49	50	58		Principal Suspensions	75	169	TBD	
# in Collaborative Team Teaching (CTT) Classes	41	63	79		Superintendent Suspensions	19	52	TBD	
Number all others	46	56	65		Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10	
					CTE Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)					Early College HS Program Participants	0	0	0	
(As of October 31)	2007-08	2008-09	2009-10		Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes	0	19	0		(As of October 31)	2007-08	2008-09	2009-10	
# in Dual Lang. Programs	0	19	46		Number of Teachers	88	90	TBD	
# receiving ESL services only	149	161	155						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	9	12	35	Number of Administrators and Other Professionals	16	14	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	67.0	65.6	TBD
				% more than 5 years teaching anywhere	44.3	46.7	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	76.0	77.0	TBD
American Indian or Alaska Native	0.4	0.2	0.1		80.5	96.0	TBD
Black or African American	2.6	2.7	2.6				
Hispanic or Latino	68.7	66.0	68.1				
Asian or Native Hawaiian/Other Pacific Isl.	8.1	9.6	9.5				
White	20.2	21.5	19.7				
Male	53.2	52.2	51.4				
Female	46.8	47.8	48.6				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	√sh	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	82			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	8.8			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	20.9			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	44.8			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	7.5			Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			

SECTION IV: NEEDS ASSESSMENT

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

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

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

I.S. 93 was proud to be recognized by the State Education Department as a "School in Good Standing" under state and federal NCLB guidelines for the 2009-1010 school year. Unfortunately, we failed to make AYP for SWD and ELL's in ELA on the 2010 state exam.

Extensive analysis of data continues to be done to determine the causes for success for improving the achievement of our ELLS. A needs assessment specifically of our LEP/ELL's and SWD revealed the following:

LEP/ELL's

Research supports our finding that LEP students, who do not achieve established benchmarks of English acquisition in the four modalities within four to five years, tend to retain their LEP status indefinitely. A comparative analysis of 2010 ELA and 2010 NYSESLAT data has resulted in recognizing key understandings about LEP performance and the factors that influence the success of LEP students. We learned much from our ELL Inquiry studies last year and we are quicker to see the trends.

Results from 2009 are similar for 2010: The NYSESLAT scores of LEP students at ELA performance level one remained flat for two or more years. The trend is that an absence of NYSESLAT gains for beginning LEP students correlates to level one performance on the ELA test regardless of the number of years the student has been in the U.S. Furthermore, a decline in NYSESLAT scores for LEP students (such as a drop from advanced to intermediate) is a precursor to low performance on the ELA exam and failure to make AYP. This finding is based on a granular examination of individual students' scores, NYSESLAT and ELA scores.

Further analysis reveals additional insights. For example, when looking at NYSESLAT scores longitudinally over a three year period using data from the RLAT in ATS, it was observed that students who made average annual NYSESLAT gains of 30% or higher passed the NYSESLAT, moved out of ESL, scored level three in ELA, and made AYP. The trend is that LEP students who do not pass the NYSESLAT by eighth grade,

are SIFE and LTE, are at risk for not meeting ELA standards, not making AYP, and perhaps not graduating from high school. They tend to have attendance issues and are very difficult to motivate to attend intervention activities before or after school

English Language Arts

The 2010 ELA exam results showed a shift in a long-standing trend. From 2003-2009, all grade levels showed an increase in performance level. Grade six students experienced a steady increase in performance levels three and four rising from 29% in 2003 to 75% in 2009. However, only 40% of grade six students achieved proficiency on the 2010 exam. From 2003-2009, the number of grade seven students achieving a 3 or 4 spiked from 38% to 72%. In 2010, the number dropped to 32%. From 2003-2009, the number of grade eight students achieving a 3 or 4 rose from 33% to 68%. In 2010, the number dropped to 38%.

One reason for the 2010 decrease is the adjustment made to cut scores. Because a higher scaled score was needed in order to achieve a 3, many students who last year would have scored a 3 or higher achieved only a 2. However, the drop in overall proficiency cannot *only* be attributed to the cut scores changes. Scaled scores, on average, are also dropping. For example, last year’s 6th grade students, on average, scored 10 points less than they did the year before. Last year’s 7th grade students, on average, scored 3 points less than they did the previous year.

While last year’s scores may have decreased, some trends still continue. Overall, girls outperform boys in all grades. In fact, the gap between female and male performance has widened. Last year, an average of 7% more girls performed at level three or higher than boys. This year, the number rose to 9%. Hispanic students continue to underperform when compared to their Asian and White peers. Data shows that the wide performance gap between Students with Disabilities and the general education population persists. 7% of SWD met or exceeded ELA standards, while 46% of their general education counterparts achieved these levels.

Technology continues to be an aid to instruction. As a one-to-one school, all of our students have a laptop and every classroom has a smartboard. The ability to convey ideas through digital media supports students on a variety of levels. Students send and share work via the internet. Teachers collaborate and post work on wikispaces. Some of the barriers to learning are limited parental involvement and a lack of background knowledge required to comprehend a variety of texts. In addition, our ELL’s and students whose first language is not English, struggle with English language as well as insufficient vocabulary development.

Mathematics

Careful analysis of the data contained in nySTART from 2007-2008, 2008-2009, 2009-2010 and the NYS Mathematics State Assessment was performed by a mathematics team (comprised of mathematics coaches and the assistant principal responsible for mathematics). The data indicates the following:

	Level 1			Level 2			Level 3			Level 4		
	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
All												

Students	1%	2%	8%	13%	13%	33%	65%	69%	37%	21%	16%	22%
Students with Disabilities	0%	13%	31%	76%	29%	53%	24%	54%	15%	0%	4%	1%
Limited English Proficient (LEP)	9%	3%	16%	63%	10%	40%	28%	81%	31%	0%	6%	13%

Positive trends:

There was an increase of 6% in the number of students scoring at level 4 in 2009-2010 as compared to 2008-2009.

Grade 6 students scoring at a level 4 (21%) in 2007-2008 regained momentum as 8th graders in 2009-2010 (22%) after a 5% decrease as 7th graders in 2008-2009.

The school has noted a decrease in the number of students scoring at level 3 and level 4, by grade, on the NYS Mathematics Assessment. This decrease is in part due to the State Education Department's new guidelines for the Basic and Proficient performance levels. In spite of this, more than 50% of the students in grade 6, 7, and 8 scoring at level 3-4.

	Grade 6 (Level 3-4)	Grade 7 (Level 3-4)	Grade 8 (Level 3-4)
2007-2008	76%	85%	85%
2008-2009	82%	88%	85%
2009-2010	58%	58%	65%

We have four classes taking the Integrated Algebra Regents. Over the past three years, the number of students taking the regents has increased (from 74 students in 2007-2008 to 105 students in 2009-2010). The scores over the past three years are as follows:

	# of students tested	% of students scoring at or above 55	% of students scoring at or above 65	% of students scoring at or above 85
2009-2010	105	97	95	22
2008-2009	74	99	70	30
2007-2008	78	100	50	50

Student performance data from the Spring 2010 NY State Math Assessment for eighth graders indicated the following results for the 454 students who took the test:

Overall, 65% of the students scored within levels three and four and 29% scored within level two. This shows that 94% of our eighth graders are approaching or meeting standard.

Disaggregated data indicates the following:

Eight percent of the 306 Hispanic and seven percent of the white students were among those scoring at performance level one.

No African American or Asian students scored lower than performance level two. Sixty two percent of the 13 African Americans tested scored within performance level three with the remaining 38% scoring at performance level two. Fifty eight percent of the 48 Asian students tested scored within performance level four with 40% scoring at performance level two and just 2% scored at performance level one.

Students with disabilities saw an overall passing rate (scoring at performance levels two through four) decline from 87% in the spring of 2009 to 69% in the Spring of 2010.

English Language Learners saw an overall passing rate decline from 97% in 2009 to 84% in 2010. There was an increase in the number of ELLs scoring in performance level four from 6% to 13%. However, there was a decline in the percent of ELLs scoring at performance levels three and four from 87% to 44%.

In order to aid in the increase of academic performance in mathematics, I.S. 93 has sought the assistance of the CFN 204 to provide professional development to all of our teachers of ICT classes in both ELA and mathematics. I.S. 93 also incorporates Accelerated Math and Destination Math programs. A barrier to the advancement of student performance in mathematics has long been the struggle with programming of inclusion teachers. Due to the fact that we are a large middle school (1,300+ students), ICT personnel are unable to push in to mathematics classes only, thereby, losing continuity of instruction in those classes.

Science

Student performance data from the Spring 2010 NY State Science Assessment for eighth graders indicated the following results for the 440 children who took the test:

Overall, 57% of the students scored within levels three and four, 33% scored within level two, giving us an overall pass rate of 90%. Sadly, 10% of the students scored within Level one. Disaggregated data indicates the following:

Twelve percent of the 293 Hispanic students were among the Level one scores. Eleven percent of the 85 White children, were also among the level one scores.

No African American or Asian children scored lower the level two. Sixty nine percent of the 13 African Americans who were tested, scored within level three; the remaining 31% scored in level two. Forty two percent of the 48 Asian students tested scored within level four. Fifty two percent of the Asian students scored within level three; the remaining Asian students, within level two.

The one and only American Indian or Alaska Native scored a level one.

Students with disabilities (SWD) saw an overall pass rate decline from 89% in Spring of 09 to 67% on Spring 2010, though two percent of the 58 SWD scored in level four for the first time in three years.

English language learners (ELL) saw an increase in the overall pass rate from 69% to 71%, though down from 78% in 06-07 to 74% in 07-08. There was also a decline in level four ELL students from three percent in 08-09 to none in 2010. ELLs also saw a decline in student performance within level three, from 26% to 20%. Former ELLs however appear to be making progress with eighteen percent scoring within level four, up from 14% last year, and up from 5% in 2008. Additionally there was also an increase overall in students who scored within level three and four, from 66% to 75%.

As we strive to close the achievement gap for minority students, our greatest accomplishment in science has been the adequate yearly progress of all student subgroups for the past 3 years, as indicated on the school report: In 04-05 only LEP students failed to make A.Y.P., though we were still considered a school in good standing for middle level science that year. The past year has also shown a significant increase in the number of students scoring within performance level three, from 40% to 52%.

The most significant aids for our school's continuous improvement in science instruction is the use of technology in our classrooms and the implementation of the Urban Advantage writing supports for lab activity design and scientific exploration. Significant barriers to instruction include the trend of LEP students who do not pass the NYSESLAT by eighth grade are SIFE and LTE students, who are at risk for not making A.Y.P. in the science assessment as indicated in a comparative analysis of 2008 ELA and 2008 NYSESLAT data, as indicated in the Language allocation Policy 2008-2009. It is our goal as we begin implementing the Common Core standards to improve writing instruction and content specific vocabulary in our science classrooms. After reviewing writing samples with the Leadership Team, we have decided to implement the Urban Advantage Writing model for scientific explanations. In alignment with CCSS, grade six will focus on arguments to support claims with clear reasons, and relevant evidence. Grade seven will acknowledge alternate or opposing claims, and organizing the reasons and evidence logically. Grade eight will acknowledge and distinguish the claims from alternate or opposing claims and organize the reasons and evidence logically. We will incorporate Urban Advantage's writing graphic organizers, lab data collection sheets, sentence stems and vocabulary tools, as we continue to provide science instruction via an inquiry based investigational format.

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.

English Language Arts

By 2011, overall reading comprehension will increase by 5% as evidenced by the NYS ELA Test and DYO Assessments.

Mathematics

By June 2011, there will be a 5% increase in the number of students meeting or exceeding NYS Standards as measured by the NYS mathematics assessment.

Science

By June 2011, there will be an increase of all students' achievement (with a special concentration on ELLs and SWD) by 5% in the area of science through improved instructional use of assessment tools, such as DYO, state exams, standard setting writing pieces such as report of information, and exit projects, as measured by the State Science Assessment.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant):	English Language Arts
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By 2011, overall reading comprehension will increase by 5% as evidenced by the NYS ELA Test and DY0 Assessments.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	The incorporation of response writing (i.e., constructed responses and journal entries) will be used to facilitate a deeper understanding of themes and concepts in a variety of genres. Constructed response rubrics will be used as an evaluative tool to measure student growth. They will also provide a common, or shared, criteria for evaluating student work. Inquiry teams will examine student writing samples for common needs and deficiencies. They will look for trends and patterns of strengths and weaknesses. During professional development and grade-level common planning, teachers will refine tasks to be reflective of the Common Core State Standards. Specifically, tasks will require students to determine central ideas or themes of a text, summarize supporting details, analyze text structures, assess point of view, analyze themes across texts, evaluate arguments and claims, and incorporate textual evidence.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i>	Funding for coaches through Title I, C4E, Title I SWP Funding for supervisor through TL FSF Funding for professional development coverages: TL FSF, Title III Funding for Inquiry Team: TL Children First Funding
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Initial indicators – September 2010: QRI4and periodic assessment; October 2010: Grammar DY0; 2010 ELA state assessment Midterm indicators: analysis of TANs; class and grade data (DY0 and predictive assessments), student work folders (including periodic writing samples), and individual goals; formal and informal supervisory observations

End-term indicators: analysis of TANs, class and grade data (DYO and predictive assessments); student work folders (including periodic writing samples, and individual goals; formal and informal supervisory observations; 2011 ELA state assessment

Subject/Area (where relevant): MATHEMATICS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase in the number of students meeting or exceeding NYS Standards as measured by the NYS mathematics assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional development will be provided to teachers in the areas of data analysis and creating individualized student goals. Teachers will develop lesson plans to assist students in analyzing DYO reports that will support goal setting. DYO interventions for identified areas of weaknesses, by grade, will be implemented through the following: ARIS, Accelerated Math, Destination Math and Do Now review problems. Peer grouping and small group instruction will aid teachers in supporting these interventions.</p> <p>As a follow-up: The assistant principal and math coaches will analyze DYO data using Prosper for the purpose of measuring improvement in student performance on specific objectives previously identified as areas of weakness. The results will then be shared with the department through common planning and professional development sessions. Teachers will also track student improvement through Accelerated Math reports. The student math source book will include an analysis of individual student DYO data and outline the individual student goal(s) that have been set.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</p>	<p>Funding for Teachers: TL FSF, Incremental, and Title I SWP, TL Children First Network Support, C4E, IDEA, ARRA CTT, Title I ARRA SWP, TL09C4E, TL One-time Allocation, TL Stabilization, FSF Incremental Funding for Assistant Principal: TL FSF Funding for professional development coverages: TL FSF Funding for coaches through Title I, C4E, Title I SWP, C4E</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Initial (early October 2010): Grades 6 – 8 will take a pre-test/baseline assessment to determine mathematics levels.</p> <p>Midterm (January 2011): Grades 6-8 students will take the Acuity Predictive Assessment – results will be used as an indicator for the upcoming NYS mathematics exam. Teachers will adapt instruction to target areas for improvement.</p> <p>End-term (early June 2011): Students will take a DYO End Term Assessment to plan for future instruction and future class placement.</p>
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SCIENCE

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase of all students’ achievement (with a special concentration on ELLs and SWD) by 5% in the area of science through improved instructional use of assessment tools, such as DY0, state exams, standard setting writing pieces such as report of information, and exit projects, as measured by the State Science Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional development will be given in the areas of teaching students the scientific method and how to apply it to real world problems, rubrics for evaluation of student products, analysis of student lab reports, reports of information, and exit projects. Triangulation of data professional development will be facilitated by staff developers (internal and external) hands – on activities and educational software and websites, in accordance with Urban Advantage writing for scientific explanation.</p> <p>Continue Weekly Academic Intervention Teams (by grade) - the instructional team will facilitate PD for teachers in the use of data binders to monitor student progress for students of subgroups not making AYP and students at-risk (ELLs, SWD and at-risk students). Professional development will also focus on differentiating instructional tasks to address the needs highlighted in the data analysis, as well as the pedagogy of integrated co teaching teams.</p> <p>As a follow up, during professional development, teachers will share student work evaluated through rubrics, lab reports, and exit projects, best practices and improved case study students making progress of as a result of data analysis. Formal and informal observations will be conducted by supervisory staff.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Teachers funded through TL FSF, Incremental, and Title I SWP, TL Children First Network Support, C4E, IDEA, ARRA CTT, Title I ARRA SWP, TL09C4E, TL One-time Allocation, TL Stabilization, FSF Incremental Supervisor funded through TL FSF Professional development coverage funded through TL FSF</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Initial indicator September 2010: discussions and surveys for teachers about their use of the aforementioned assessment tools. Via weekly Inquiry team meetings. Initial examination of student data to determine students most in need of academic intervention.: lowest one third, and level one scores</p> <p>Midterm (January): Teachers will be asked to share case study student(s) and how they are following the progress of the student(s) based on the aforementioned data sources. Specific focus will be on ELL’s, SWD and at-risk students via Academic Intervention Teams.</p> <p>End-term (May – June): Reevaluation of the process of using multiple data sources to evaluate the student(s) in their case studies.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	235	235	235	20	40	3	3	4
7	270	270	270	75	39	3	3	3
8	299	299	299	75	72	3	5	4
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Our Extended Day Program will run from 8:00 a.m. until 8:37 a.m. every Monday through Wednesday. Classes are created on a 10:1 ratio for all general education students and a 5:1 ratio for all students with disabilities. Three months of the program is geared toward ELA.</p> <p>Additional reading classes are provided (1-2 periods per week) for three grade eight classes servicing a total of 35 students.</p> <p>One ELA class for ELL's is afforded a 15:1 ratio by working with a co-teaching model.</p> <p>Great Leaps vocabulary development is provided to students in self-contained Special Education classes (scoring far below standards) during the school day by paraprofessionals on a one to one basis. Wilson services are provided before, during and after school in small group instruction.</p> <p>There are 8 teacher-led Book Clubs (8 – 10 one-hour sessions per book) with a maximum of ten students in each group. Our struggling readers are paired with more proficient readers.</p> <p>Ten teachers conduct targeted instruction (for seven one-hour sessions) with small groups (10:1) in February and March.</p> <p>Study Island and Achieve 3000 are computer based, interactive reading comprehension and writing programs. The programs generate reports that allow teachers, students and parents to track progress and determine appropriate interventions through differentiated tasks. Approximately, 250 students on each grade have access to Study Island. All classes that include ELLs and/or SIFE students have licenses for Achieve 3000.</p> <p>Teachers also use QuickReads as an intervention for reading and ELA. QuickReads are short texts to be read quickly and with meaning. The QuickReads program consists of six levels: A, B, C, D, E, and F. Each level contains three books, and each book contains 30 texts. These texts support automaticity with the high-frequency words and phonics/syllabic patterns needed to be a successful reader at a particular grade level. Additionally, with topics in two subject areas: social studies and science, texts in the QuickReads program encourage meaning and comprehension. This program is used during the day in ESL classes by beginner level ESL students. It is also implemented during</p>

	<p>the extended day program and Saturday programs.</p> <p>All ELA teachers administer Qualitative Reading Inventory 4 (QRI4) reading assessment to determine reading levels and appropriate placement in guided reading groups.</p> <p>Rosetta Stone is used to complement classroom teaching by allowing students to work independently while building their basic speaking, listening comprehension, reading, and writing skills. Rosetta Stone advances students to the next level only when they achieve a level of proficiency defined by the teacher. This program is used during the day in ESL classes by beginner level ESL students. It is also implemented during the after school and Saturday programs. Teachers frequently use Rosetta Stone, Read 180 and QuickReads in conjunction with each other in a workstation model.</p>
<p>Mathematics:</p>	<p>Our Extended Day Program will run from 8:00 a.m. until 8:37 a.m. every Monday through Wednesday. Classes are created on a 10:1 ratio for all general education students and a 5:1 ratio for all students with disabilities. Three months of the program is geared toward mathematics.</p> <p>A computer-based interactive math intervention is Destination Math. This program uses a comprehensive approach to teaching such topics as beginning algebra. In the Algebra course for example, students investigate the symbols and rules of algebra and how they are used to represent relationships. They learn how to solve linear equations, progress to graphing linear functions and systems, and study linear inequalities and absolute values. This program is used twice a week during the school day for all classes.</p> <p>Study Island is another computer-based interactive program that is aligned with state standards and performance indicators. The program generates reports that allow teachers, students and parents to track progress and determine appropriate interventions. Approximately, 100 students are using Study Island.</p>
<p>Science:</p>	<p>Beginning in May, running for 5 consecutive Saturdays, small group instruction is provided to eighth graders in order to facilitate the successful completion of exit projects. Sixth and seventh graders may also participate on a voluntary basis if they require assistance.</p> <p>Our Extended Day Program will run from 8:00 a.m. until 8:37 a.m. Monday through Wednesday. Classes are created on a 10:1 ratio for all general education and 5:1 for all SWD. Three months of the program is geared toward science.</p>

Social Studies:	Beginning in May, running for five consecutive Saturdays, small group instruction is provided to eighth graders in order to facilitate the successful completion of exit projects. Sixth and seventh graders may also participate if they require assistance.
At-risk Services Provided by the Guidance Counselor:	Four guidance counselors meet with mandated and at-risk students to ensure academic success. Sessions are conducted in small groups or with individual students. Counselors also provide workshops to teachers offering strategies for classroom management and behavioral issues.
At-risk Services Provided by the School Psychologist:	School Psychologist meets with non-mandated and at-risk students discuss academic and behavioral goals and benchmarks to enhance academic success. School Psychologist also analyzes a variety of data (Wechsler Intelligence Scales, Woodcock Johnson and Behavioral Assessment for Children) to tailor assistance based on students' needs. Formal student evaluations are conducted once a year and informal assessments are conducted one to four times per year.
At-risk Services Provided by the Social Worker:	Social work counseling is provided as a time limited (approximately 10 weeks), goal-oriented, short term treatment for at-risk general education students and as a preventative measure for special education placement.
At-risk Health-related Services:	At-risk health related services provide medication for the treatment of asthma, ADD and diabetes with the completion of a MAF (formerly 504). Services are provided (one on one) as needed year round during the school day.

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

NCLB/SED requirement for all schools

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

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

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

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- X 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.
- X 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: 194 LEP 106 Non-LEP

Number of Teachers 6 Other Staff (Specify) 2 (bilingual)

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.

In the ESL programs, the instructional model is a push- in/ co-teaching model. Students are grouped by grade and are mainly heterogeneous in proficiency level. Dual Language has similar features but changes because Spanish Language Arts is taught either by a licensed Spanish teacher, by a Bilingual teacher or both. Unique features are that Science is taught in Spanish to grade 6 DL students and Social Studies in grades 6, 7 and 8. Also, math is taught in Spanish and English 50/50 to grade 6 and 8 and ELA is taught 50/50 in grade 8. All DL students travel together as a group to class. Instruction is delivered using the America’s Choice Workshop Model with support of QTEL techniques.

Grade	ESL	Dual Language/LEP	Dual Language/English Proficient	Ells with IEPs:12:1+CTT+ICT
6	68	0	28	19
7	42	20	38	8
8	47	17	40	13

Total: 194 ELLs, 106 DL EP

There are six certified ESL teachers and two certified content teachers with bilingual extensions. In the ESL program, there are two ESL class in the 6th grade, one in the seventh grade, and one in the eighth grade. ELLs not in designated ESL classes are serviced by an ESL certified teacher. In the Dual Language program, there is one class in 6th grade and two dual language classes in both the 7th and 8th grade. As per CR Part 154, in grades six, seven, and eight, beginner and intermediate ESL students receive a minimum of 360 minutes of ESL instruction per week by an ESL certified teacher. Advanced students receive a minimum of 180 minutes per week by an ESL certified teacher. Dual Language students received 90 minutes per day of native language arts. All ELL’s stay for the extended day program every Monday through Wednesday from 8:00 a.m. until 8:37 a.m.

Interventions:

The Saturday Language Learner Academy provides ESL services to ELLs from 9:00 to 12:00 a.m. beginning in November. Instruction focuses on literacy development, academic language, and content area skills through ESL strategies and methodologies. Students develop oral reading proficiency through the English Explorers computer program, a research-based fluency program. Students and parents learn about Social Studies and Science through leveled instructional materials. The program prepares sixth graders for the upcoming seventh grade curriculum and seventh and eighth graders for the social studies exam. Students receive native language support through the use of native language Rosetta Stone libraries and through the use of native language independent reading books. Each student has access and time to borrow books in their native language. In addition, this program includes a series of excursions.

There is one before-school program for assisting ELLs. The instruction focuses on native language fluency, cultural recognition, using technology to attain fluency, and providing extra instruction for our dual language students in their native language.

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.

1. Teachers of ELLs who have not taken QTEL, Building the Base will do so.
2. Teachers use common planning built into their programs to share best practices and to plan collaboratively.
3. The ELL department plans and delivers Friday PD sessions and uses Election Day and BQ Days to execute workshops to train teachers of ELLs.
4. There is an ESL/ELL/LOTE/DL Professional Book Study meeting every other Friday.
5. There is an ESL/ELL/LOTE/DL Inquiry Team meeting every other Friday. Topics of discussion and professional development include differentiation, grouping, writing interventions for ELL’s and NYSESLAT Test Preparation.

Section III. Title III Budget

School: I.S. 93 BEDS Code: _____

Allocation Amount:		
Budget Category	Budget Category	Budget Category
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$32,500	Professional salaries (schools must account for fringe benefits) 200 hours of per session for ESL and General Education teachers to support ELL students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00 1. Saturday Academy 4 teachers at 30 sessions for 3 hours=360 hours x \$49.89 (current teacher per session rate with fringe) = \$17,960.40 2. NLA Tutoring 2 teachers at 50 sessions for one= 100 hours x \$49.89 (current teacher per session rate with fringe) = \$4989.00
Purchased services - High quality staff and curriculum development contracts.	Purchased services \$0	Purchased services
Supplies and materials	Supplies and	Supplies and materials

<ul style="list-style-type: none"> - Must be supplemental - Additional curricula, instructional materials. Must be clearly listed. 	materials \$372.60	Supplemental Native Language support: Independent Reading books, Sussman Inc.
Educational Software (Object Code 199) NA	Educational Software (Object Code 199) \$0	Educational Software (Object Code 199) NA
Travel	Travel \$0	Travel
Other	Other	Other
TOTAL	TOTAL \$32,500	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The school uses several sources of data. We use ATS Home Language reports from ATS. We use feedback from parents and we use anecdotal data. Our Parent Coordinator is our point person for making reservations and arrangements for en loco translations for Parent Information nights, Parent/Student award ceremonies and for School Assemblies for parents after regular school hours.

- The Principal, Parent Coordinator and the SAPIS specialist studied the ATS report called the Home Language Report (RHLLA) to determine the languages spoken by the families of our students.
 - Three times a year, Parent Surveys are given. Several questions were specifically addressed to parents concerning how the school communicates with them.
 - For new admits to the school, the pupil accounting secretary surveys the parent during registration to determine translation needs.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - It was determined that thirty different languages are spoken by students of I.S. 93 and their families. Forty-two percent speak Spanish, four percent speak Albanian, four percent speak Chinese, and five percent speak Polish. Along with this data, the team also looked at the "softer" data from our surveys concerning the parents' perceptions of how I.S. 93 communicates with them regarding their children. These two forms guided our initiatives to support translation services.
 - It was determined that several areas of translation were needed. It was determined that oral translation services were needed when incidents occur that require parents to come to school to discuss academic or discipline issues. It was also determined that parents wanted translations of documents that get sent home in the book bags of students with announcements and memos concerning a variety of topics from the school such as parent conferences, PA meetings, monthly newsletters, etc.
 - Our school's parent coordinator notifies parents of translations and translation options on the school's website.
 - Teachers, deans and guidance counselors utilize the NYC DOE Translation Unit to communicate effectively with parents/guardians.

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.
 - NYCDOE translation services will be utilized when documents are deemed critical or sensitive. We will rely on the accuracy of this service for sensitive, timely or private information that requires the highest level of accuracy to the original documents.
 - In-house staff such as our Spanish, Albanian, Chinese, and Polish speaking persons will translate written documents, such as letters and the Parent Coordinator's monthly Parent Newsletter.
 - Free web-based translation solutions are also used. Google web page translation services and other online translation services such as AltaVista Babelfish are used for written communication that is not critical information regarding student news or informal areas where we are unable to attest to the reliability of the translation.
 - Title I translation and Tax Levy funds are used to pay for outside contractors during parent teacher conferences and workshops.
 - The documents that are provided by the OELL are helpful to communicate the processes and letters needed to inform our parents of ELLs.

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.
 - Translators with transmitters are used for after-school parent meetings such as Open School Night, PA meetings and other informational school meetings for parents. This system uses bilingual translators (wearing transmitters) who listen and translate verbally into a microphone. Parents wear the headphones and hear nearly instantaneous translations of the presentations. We have four channels and have used Spanish and Polish. Arabic and Romanian are also offered.
 - Guidance counselors, deans and the Parent Coordinator use the free NYCDOE phone conference translation service for parent conferences.
 - In-house staff such as our Spanish, Albanian, Chinese, and Polish speaking persons translate oral person-to-person or phone conferences with parents on a regular basis.
 - Free web-based translation solutions are also used. Google web page translation services and other text translation services such as AltaVista Babelfish sites are used for written communication. These text solutions are then read by parents when we do not have a verbal translator.
 - Outside contractors are used (as needed). However, due to the high expense of such services, these services are used infrequently.

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 school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language or who requires language assistance. Extra copies of the translations can be found in our Parent Coordinator's and guidance offices suites. A sign in each of the covered languages is posted on the Parent Coordinator's bulletin board in the lobby of the school. A translation of the posting requirements of this section of the Chancellor's Regulation regarding this topic, in Spanish (the only '10%' language), is also posted on the bulletin board.

The School safety plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	829,836	38,708	868,544
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,290	387	8,677
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	41,492	*	
4. Enter the anticipated 10% set-aside for Professional Development:	82,980	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 94%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The Principal will continue to closely analyze the school's instructional program and teaching staff to determine areas of need. Program changes will be made (changes in teaching assignments) where appropriate to ensure teachers are correctly assigned and are scheduled to complete the necessary requirements for their licensing. The annual BEDS survey will be closely reviewed to ensure accurate reporting.

I.S. 93 will use the anticipated 5% Title I funds to pay for academic courses toward certification. Teacher programs will be re-evaluated to ensure alignment with teaching credentials/certification.

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A comprehensive needs assessment for each subject area was conducted. The data are available in Section IV (beginning on page 11) of this plan.

2. Schoolwide reform strategies that:

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

The America's Choice School Reform Design will remain in place for the upcoming school year. The program is based on the workshop model across curriculum areas. ELA and mathematics will benefit greatly by double block instructional periods (a minimum of eight periods per week). To the extent possible, classes with "at-risk" students will be assigned nine periods of ELA instruction. In addition, AIS periods in reading will be available for some classes. One sixth grade class also participates in a Reading Ramp-Up program for struggling readers.

See Appendix 1 for a listing of all AIS programs. These programs are designed to meet the needs of all students scoring at levels one and two as well as students with disabilities and English Language Learners.

I.S. 93 continues to challenge our highest achieving students by offering Regents courses in mathematics, foreign language and science.

An extended day program is in place. Instruction is provided via small group (10:1 for general education students and 5:1 for students with disabilities). All students scoring at performance level one and two on the state ELA assessment attend the program three days a week (Monday through Wednesday) for 37 ½ minutes each day. The curriculum is directly connected to state standards and reflects all subject areas.

Informal and formal assessments are an integral part our daily program. Teacher Assessment Notebooks (TAN) are used daily to collect and monitor data collected to determine individual and small group guided instruction for targarted students in ELA. Qualitative Reading Inventory 4 (QRI4) is given twice a year to determine growth in reading. Four Periodic Assessments, two Aquity predictive exams and a grammar DY0 were designed for ELA. The Mathematics Department will conduct four DY0 Assessments (including a pre and post-test) as well as one midyear Aquity predictive exam. Social Studies and Science began implementation of periodic assessments during the 2008-2009 school year (four in social studies and three in science) that will again be used during the 2010-2011 school year.

Two full-time ELA coaches and two part-time mathematics coaches will continue to provide classroom assistance to teachers. All coaches teach a class and provide "model environments" beneficial for intervisitation by all staff. They also work one-on-one with teachers to

enhance instructional practices and determine professional development needs.

The annual summer school program will remain in place. Students not meeting promotional criteria will be mandated to attend. Students that are “at-risk” will be encouraged to attend. The curriculum is developed by our own teachers in direct connection to state standards.

Each academy will continue its efforts through Academic Intervention Teams where members will meet weekly to track and monitor the progress of low achieving students. In addition, grade-wide Inquiry Teams will continue to support departmental goals and investigate the impact of specific instructional practices on teaching and learning.

A Specialized High Preparation class is offered each year. In the past only grade eight students participated. Beginning in the spring of 2008, students in grades sixth and seventh also participated. Twenty hours of instruction are provided.

English Language Arts modified the curriculum for the honors classes in grades seven and eight. A new, differentiated curriculum was designed to ensure that our most advanced students received rigorous instruction commensurate with their academic ability. In addition, teacher teams are in the process of creating thematic units for grades six and seven. A new unit for special education students in the eighth grade will follow a modified Ramp-Up model in order to better support reading development and skill acquisition. Each of these units will incorporate a wider variety of strategies that support the departmental focus on improving constructed responses and encourage a higher level of differentiation.

High School Information workshops are provided by our guidance department periodically throughout the year (a minimum of four times per year). Parents and students of grades seven and eight are invited to attend.

3. Instruction by highly qualified staff.

- Our annual BEDS report will be analyzed by the Principal regarding teachers’ certification. In addition, the school payroll secretary annually reviews teachers’ files in order to ensure they are “highly qualified.” The Queens UFT representatives provide workshops for those who are not highly qualified. As a Title 1 school, monies are set aside for professional development and to pay for courses in order to assist teachers in becoming highly qualified.
- I.S. 93 will continue to hire NYC teaching fellows that are on track to complete their requirements within two years of teaching.
- I.S. 93 will reach out to members within the CFN to find highly qualified teachers.
- I.S. 93 will continue its relationship with the Leadership Academy (they have been helpful in providing us with resumes of highly qualified teachers).
- All resumes (sent via mass mailing or fax) are kept on file and reviewed when needed (as vacancies arise).

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.

- An Academic Leadership Team meets weekly to share ideas, participate in focused walks, and plan for high quality professional development for all members of the community.
- Pupil Personnel Team meetings take place each month (by academy) to enhance students' academic success.
- Paraprofessionals attend professional development sessions along with their cooperating teachers.
- Assistant Principals of each department meet regularly with coaches or department coordinators to review the needs of the department and plan for future PD sessions based on the needs of the teachers and students.
- Additional PD is offered in-house and outside of the school in all subject areas. Teachers are encouraged to attend these additional sessions. The school covers the participation fees (where applicable). Teachers volunteer to turn-key/share what was learned during common planning periods and/or PD sessions.
- Our School Leadership Team and Parent Association Executive Board participate in focused learning walks with members of the instructional leadership team.
- The Principal's Cabinet attends appropriate and necessary training sessions (e.g. ARIS, QTEL, iTeach/iLearn).
- All new staff members intervisit with model classrooms.
- All new teachers are assigned a coach and/or mentor in the respective subject area. These coaches or mentors provide demonstration lessons, classroom observations and meet weekly with teachers to confer. Coaching is also available to other teachers upon request or as directed by a supervisor.

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

- I.S. 93 will continue its partnership with Queens College where students will do observations, field work and student teaching at I.S. 93. It is our expectation that we will retain these teachers upon graduation.
- I.S. 93 will continue to hire NYC Teaching Fellows.
- I.S. 93 will continue to keep resumes of file and call candidates when vacancies arise.
- The Principal uses existing networks (i.e. CFN 204 and CSD 24) to canvass potential teaching candidates.

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

- Computer workshops are offered to parents (topics will include navigating the school website, internet safety, Microsoft Word, etc.)
- English classes are offered for our non-English speaking community through our Beacon Program
- Hands-on workshops are provided by coaches and lead teachers (in ELA and mathematics) during Parent Conferences where parents actively participate in test preparation activities with their children
- A parent library will be updated/expanded
- Monthly workshops on various issues/concerns (i.e. parenting skills, health insurance) are offered
- Parent volunteers are encouraged to help out in our school (in the library, office, cafeteria, etc.)

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 for I.S. 93

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.
- I.S. 93 has an instructional leadership team (comprised of supervisors and teachers) that meets weekly to share information/ideas and analyze data that will enhance academic achievement.
 - Monthly subject conferences take place where teachers are provided with appropriate professional development. In addition, they share “best practices” and analyze and discuss the use of data in the classroom.
 - Evaluation forms are completed by teachers periodically throughout the year to gain insight to teachers’ thoughts, wants and needs in relation to PD.
 - A school-wide learning survey (Learning Environment Survey) is now given annually and results are available on the DOE website.
 - Common planning periods are provided where teachers share their thoughts, ideas and best practices regarding academic assessments.
 - Teachers often volunteer to pilot academic assessment programs before implementation in other classes (e.g. Accelerated Reader, Study Island, Destination Math, Tabula Digita, Quick Reads, Rosetta Stone, etc.).
 - As members of the Academic Intervention, Inquiry and Pupil Personnel Teams, teachers have direct input in the decisions regarding the use of academic assessments for special populations (i.e. SWD and ELL’s).
 - Supervisors engage in conversations with teachers about their use of academic assessments to improve student achievement.
 - Teachers actively share their ideas about how they use academic assessments.
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.

Areas where students are having difficulty are identified through analysis of on-going and periodic data (i.e. state exams, DY0, DRA, class profiles, Accelerated Math). The activities listed below are selected based on this data to address the identified areas of need:

- All daily instruction in ELA and Mathematics classrooms follow the workshop model where time is built in during the work period for workstations. Teachers use a variety of data to determine individual students’ needs and create lessons via small group or individualized instruction.
- The extended day program at I.S. 93 is designed with teacher-made lessons and pre-packaged, test preparation materials across content areas.
- Additional ELA and mathematics periods are given as AIS periods to chosen classes (one to two periods per week).
- Four classes in mathematics are split in order to provide reduce the teacher to student ratio thereby increasing the opportunity for one on one or small group instruction.

- Title III funds and SES provide supplemental instruction for ELL's in literacy and math before and after school. Saturday Academy for ELL's is a program that supports the attainment of proficiency through mathematics and literacy focusing on listening, speaking and writing.
 - Wilson Reading Program services students with disabilities for three periods a week.
 - Inquiry Teams are in place to monitor student progress of specified students and to implement interventions that address the areas of need.
 - Accelerated Math, Destination Math, and Tabula Digita are computer based programs used to target the performance indicators where students need support in mathematics.
 - A reading Ramp-Up program (designed specifically for struggling readers) services one sixth and two seventh grade classes.
 - Additional information regarding AIS activities is available in Appendix 1.
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.

Multiple funding sources such as Title I, Title III, Fair Student Funds, and Legislative Grants are integrated to improve academic achievement throughout I.S. 93 with an emphasis on closing the achievement gap for ELLs, SWD, students in the lowest third, and students who did not make a year of progress in ELA and Math. In consultation with the SLT, funds are coordinated to promote the following schoolwide programs and/or initiatives to address the needs of students in comprehensive and integrated ways:

1. Provide academic intervention services schoolwide during school, before/after school, and on Saturdays for students identified as not making a year of progress in ELA and/or Math as of June 2010.
2. Widen the use of periodic DY0 assessments schoolwide to monitor progress toward the achievement of goals by grade, by class, and by students in need of academic improvement. The results will help individual teachers and teams revisit and adjust instructional approaches to help students progress in recurring areas of weakness.
3. Improve communications with parents by developing and implementing a system schoolwide in which feedback to students and parents on students' progress and opportunities for support and enrichment is consistent across 90% of ELA and Math teachers and is aligned with each periodic DY0 assessment.
4. Use professional development, common planning time, coaching, the inquiry process, and the observation cycle to support the sharing of successful practices among teachers schoolwide in order to improve the instruction needed to help the classes and targeted students achieve interim academic goals. This eliminates the isolation that characterizes working conditions for many educators.
5. Provide ESL classes and other workshops for the parents/guardians in the fall and spring.

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

Explanation/Background:

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

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

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

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

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

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

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (P)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (P) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal	✓			829,836	✓	17 - 19
Title I, Part A (ARRA)	Federal	✓			38,708	✓	17 - 19
Title II, Part A	Federal	✓			0		
Title III, Part A	Federal	✓			32,500	✓	17-19
Title IV	Federal	✓			0		
IDEA	Federal		✓		256,631	✓	17 - 19
Tax Levy	Local	✓			4,830,772	✓	17 - 19

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Currently there are 3 students in temporary housing.

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

A school employee (social worker) has been assigned as a liaison between the student and the school. These students are afforded a metrocard and/or transportation to and from school. Uniform shirts are provided to the student (if necessary). The liaison will periodically review the students' academic records and meet with the students to ensure that they are achieving academically and/or getting the assistance they need to do so. The guidance counselor will also meet periodically with the student. Students not meeting state standards are assigned to the Extended Day Program (Monday through Thursday from 8:00 a.m. until 8:37 a.m.).

Each student is given a backpack filled with necessary school supplies (i.e. pencils, notebooks, ruler, etc.). When necessary, school supplies are replenished throughout the year.

I.S. 93 also provides needed funds for school events (i.e. school dances, prom fees, trips, graduation fees).

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 093 Ridgewood					
District:	24	DBN:	24Q093	School		342400010093

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.9	93.9	93.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.4	94.7	94.8
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	394	421	413	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	450	432	454		72.1	83.6	83.6
Grade 8	458	455	437				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	28	49
Grade 12	0	0	0				
Ungraded	2	1	1	Recent Immigrants - Total Number:			
Total	1304	1309	1305	(As of October 31)	2007-08	2008-09	2009-10
					49	57	29

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	50	58	54	Principal Suspensions	75	169	202
# in Collaborative Team Teaching (CTT) Classes	63	79	77	Superintendent Suspensions	19	52	78
Number all others	56	65	61				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	19	0	TBD	Number of Teachers	88	90	90
# in Dual Lang. Programs	19	46	TBD	Number of Administrators and Other Professionals	16	14	16
# receiving ESL services only	161	155	TBD				
# ELLs with IEPs	12	35	TBD	Number of Educational Paraprofessionals	2	2	5

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	0	27	% fully licensed & permanently assigned to this school	100.0	100.0	97.7
				% more than 2 years teaching in this school	67.0	65.6	78.9
				% more than 5 years teaching anywhere	44.3	46.7	57.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	77.0	83.3
American Indian or Alaska Native	0.2	0.1	0.0	% core classes taught by "highly qualified" teachers	80.5	96.0	96.3
Black or African American	2.7	2.6	1.7				
Hispanic or Latino	66.0	68.1	69.8				
Asian or Native Hawaiian/Other Pacific	9.6	9.5	9.4				
White	21.5	19.7	19.1				
Male	52.2	51.4	50.9				
Female	47.8	48.6	49.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase		Category			
	In Good		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:

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:				NR	
Overall Score:	59.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	5						

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

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

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

I.S. 93 2010-2011 Parent Involvement Policy Statement

- 1. How parents will be included in the development of school-level parent involvement activities funded through Title 1 in both Targeted Assistance and School wide Program Schools.**
 - The Parent Coordinator will conduct monthly meetings and/or
 - ESL and computer classes are offered to parents.
 - A “Parent Library” is available for parents.
 - Targeted audience workshops for parents of students with disabilities and ELL’s regarding standards based instructional activities
 - SLT will inform parent members of CEP initiatives and activities
 - Principal will conduct quarterly meeting with the PTA executive board
 - Principal meets monthly with the Title I Parent Involvement Committee to discuss recommendations for how to use Title I Parent Involvement Funds

- 2. How parents will be involved in the planning, implementation, evaluation, and continuous improvement of school-level programs funded through Title 1:**
 - I.S.93 will hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs and offer all parents the chance to form the Title I Parent Involvement Committee, which recommends to the SLT ways to use Title I funds (1% Set Aside) to promote parent involvement.
 - We will 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.
 - I.S 93 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, and provide refreshments.

- 3. A flexible schedule of regular meetings with parents-before, during, and after the school day-so that they may network with other parents, make suggestions and provide input into decisions relating to the education of their children;**
 - As per parent request, we will 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.
 - The Parent Coordinator will contact the parents through surveys, homeroom distribution notices and e-mails to let them know about the meetings and/or workshops.
 - The meetings will be presented on a flexible schedule (i.e. am/pm, noon and/or Saturdays)

4. How parents will be provided with timely information about instructional programs, curriculum, performance standards and assessment instruments as well as their child's individual student assessment results and proficiency levels and their meaning, promotion policy, after school and summer programs

- ARIS
- I.S. 93 website
- Back packed notices
- Parent newsletter
- Student planners
- Parent Coordinator bulletin board
- PTA bulletin board
- SLT meetings
- High School Application Orientation
- Telephone Message System
- School sign
- E-mail

5. How the school will increase the accessibility for participation of parents with disabilities, and how communication with non-English speaking/limited English proficient parents will be provided in parents' native language to the extent practicable (e.g., notifications, translations during meetings, etc.):

- Translators will be provided to help parents in their native language using Title I Translation funds.
- Legal Interpretation Services (LIS) are used to conference call with parents in their native language.
- All documents will be translated into the native language.
- We will provide limited elevator services for anyone with disabilities who may need the assistance.
- Translation equipment has been purchased using Title I funds (1% Set Aside) for meetings and translators are contracted as needed through Legal Interpretation Services

6. How parents and schools will share responsibility for the high student performance;

- Both parents and the school will monitor student attendance (Parents can monitor their daily attendance in ARIS).
- Parents and teachers (as well as guidance counselors, deans, and assistant principals will arrange meetings as needed during the marking period to discuss and make decisions regarding a child's education.
- Teachers will promote high student performance by maintaining clear classroom rituals and routines and implementing rigorous and differentiated standards-based instruction. Parents will promote high student performance by maintaining a steady interest in their children's school work, encouraging the completion of homework assignments and involvement in school-related activities, and staying informed through school correspondence and the website calendar at www.is93.org

7. Capacity-building activities for parents and school staff that support strong parental involvement;

- SLT meetings
- Parent resource room amenities in the library funded by Title I funds (1% Set Aside) as voted on by the SLT
- ELL trainings and seminars funded by Title I funds (1% Set Aside) as voted on by the SLT
- ESL and computer classes for parent

8. When an annual meeting will be convened for parents of participating children in Targeted Assistance Schools to (a) provide information about the school's Title 1 program and the types of services provided; (b) inform parents of their right to be involved in the program; and (c) offer suggestions for specific school-level opportunities for parent involvement.

I. S. 93 is a designated School-wide Program school; therefore all parents are invited and encouraged to participate in all activities.

(a) An annual meeting will be conducted in the fall to notify parents about Title 1 programs and types of services provided.

(b) All previously listed avenues of parent notification will be enacted.

(c) Parents are encouraged to participate in all areas of the school:

- Fund raising events
- Chaperoning PTA sponsored events such as the senior trip, fall and spring dances and the gala prom event in June
- Parent Community Day, Asthma Awareness, Consumer Awareness, and Environmental Awareness, Gang Awareness, Obesity, etc. are just a few of the workshops offered to encourage parent involvement.

*The Parent Involvement Policy will be reviewed and distributed via homeroom distribution every year in September.

SCHOOL-PARENT COMPACT (I.S. 93)

I. S. 93, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

*This school-parent compact will be in effect during school year **2010-2011**.*

School Responsibilities

I.S. 93 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:

- Employment of balanced literacy (readers and writers workshop) in English Language Arts (a minimum of 8 periods per week).
- Employment of mathematics block periods (a total of 8 or nine periods of mathematics instruction with a minimum of two block periods).
- All classrooms will instill rituals and routines.
- All classrooms will post and refer to the standards.
- All classrooms will use rubrics.
- ELA classrooms will employ "workstations" where students' work is differentiated depending upon individual needs.
- Academic Intervention Services are in place for all students that are not meeting the standards. Additional math and ELA classes, Wilson Program and Great Leaps are some of our academic intervention services.
- Academic Intervention Teams consisting of assistant principals, guidance counselors, and teachers meet weekly to monitor and discuss the progress of students who are performing below NYS Performance Standards in ELA and mathematics
- Teachers attend monthly professional development – using data to drive instruction (The Grow Network, Periodic Assessments)
- ELA teachers use five periodic assessments designed by teachers of I.S. 93.
- All curriculum areas follow a pacing calendar that aligns with the standards.
- All teachers will engage in conferences with students (one-on-one and/or small groups).
- Push-in and pull-out programs will be implemented for English Language Learners.
- Special Education Teacher Support Service providers will service students via a push-in model. In addition, Collaborative Team Teaching will be implemented to service additional students in need of additional instructional assistance.

- After school, early bird and Saturday tutoring session are in place to prepare the students for the ELA, Math, Science and Social Studies State Test.
- Intensive reading/writing instruction will be available via a Ramp-Up program for struggling readers (four classes).
- Literacy and Mathematics coaches will push-in to observe and model instructional practices. They will also engage in conferences with teachers.
- Teachers will be encouraged to attend a myriad of professional development outside of the school (e.g. QTEL, computer training, America's Choice, Internal DOE services, etc.)
- All classrooms are equipped with extensive classroom libraries.
- ELA utilizes Developmental Reading Assessments to track students' reading progress.
- All students will complete Exit Projects in science and social studies.
- All subject areas will utilize DYO Assessments.

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:

- I.S. 93 parent-teacher conferences are held twice a year: Once in the fall and once in the spring (each with an evening and afternoon session) **Tuesday, November 16, 2010, (1:00-3:00)** and ***Thursday, February 17, 2011 (5:30-8:00)** Translation in various languages is available.

3. **Provide parents with frequent reports on their children's progress.**

Specifically, the school will provide reports as follows:

- Monthly parent newsletters ([translated](#))
- Daily parent-teacher communication is also available through our school's website
- Student planners are given to every student – so that parents and teachers can maintain daily contact
- Parent meetings are conducted as needed. Progress reports between report cards are encouraged.
- Parent letters informing them of the five periodic assessments in ELA and math are distributed via homeroom distribution
- Parents can access their children's progress at: <https://arisparentlink.org/parentlink>
- Parents are notified of their child's absences and lateness by automated phone calls daily. Also this information is in ARIS and parents have access to the web site 24/7.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - Teachers meet with parents during their preparation periods (as needed)
 - Teachers meet during their lunch periods (when needed)
 - Teachers are available before and after school (when needed)
 - Deans and guidance counselors are available as needed
 - Parent Coordinator is available all day

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
 - Parent volunteers assist in two Scholastic Book Fairs each year.
 - Parent chaperones are encouraged for all class trips.
 - Urban Advantage for September 2010 includes a parent component with workshops and trips to science centers (i.e. Hall of Science and the Museum of Natural History).

Parent Responsibilities

We, as parents of I.S. 93, will support our children's learning in the following ways:

- Giving positive feedback and show appreciation for teachers and the principal.
- Making sure that homework is completed.
- Monitoring student attendance.
- Understand and reinforce school rules and expectations at home.
- Participating, as appropriate, in decisions relating to my children's education.
- Making appointments as needed to discuss my child's progress or concerns.
- Keeping abreast of school news via the school's website, parent newsletters and memos distributed via homeroom distribution.



Student Responsibilities

We, as students of I.S. 93, will share the responsibility to improve our academic achievement and achieve the State's high standards in the following ways:

- Doing my homework every day and ask for help when I need to.
- Reading at least 30 minutes every day outside of school time.
- Giving to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Asking my teacher for help when I do not understand something.
- [Joining an after school tutoring program \(if needed\).](#)

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

I.S. 93 will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
- 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.
- 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.
- 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.
- 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.
- Provide to each parent an individual student report about the performance of his child on the State assessment in at least math, language arts and reading. [Parents can also view the State assessment results in ARIS.](#)
- 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, I.S. 93 will:

- Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
- Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School

Parent(s)

Student

Date

Date

Date

**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 CFN 204	District 24	School Number 093	School Name I.S. 93 Q
Principal Edward Santos		Assistant Principal Catherine Fratangelo	
Coach		Coach type here	
Teacher/Subject Area Dominika McPartland ESL		Guidance Counselor Debby Hartz	
Teacher/Subject Area Alicja Wosiek ESL		Parent type here	
Teacher/Subject Area Gregory Halzen - Bilingual DL		Parent Coordinator Mildred Reyes	
Related Service Provider type here		Other type here	
Network Leader Diane Foley		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1299	Total Number of ELLs	194	ELLs as Share of Total Student Population (%)	14.93%
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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.

1. Certified pedagogues including the ELL coordinator, ESL and bilingual teachers perform an oral interview, the Home Language Identification Survey, and when needed, translation in the native language. Translation services are contacted when needed. Teachers identify LAB- R eligibility. Students are evaluated annually using the New York State English as a Second Language Achievement Test. Based on scores, students are placed in appropriate classes and parents receive entitlement and placement letters in their native language. Teachers use data from LAB-R and NYSESLAT to guide instruction.
2. Once student is identified as an ELL, parents meet with a guidance counselor and a certified ESL or bilingual teacher for parent orientation. School pedagogues review three English language programs offered in New York City Department of Education, parents view orientation video and review program pamphlet in home language. Parents have the opportunity to ask questions and complete parent choice letters. If parents are not available for parent orientation, teachers call parents for appointment or send letters home. Parent orientation is conducted in home language and translator or translation services are contacted when needed.
3. Based on NYSESLAT and LAB-R scores, entitlement and parent choice letters are distributed. Parent choice letters are completed during parent orientation to ensure collection. ATS and ARIS reports are used to check and double check who are entitled students. The assistant principal, guidance counselor and the ESL coach perform this function to ensure that the distribution is complete.
4. Usually the guidance counselor and ESL teachers discuss program choice with parents, reviews parent choice letters in native language and determine placement into appropriate ESL, Dual Language, or Bilingual instructional program. The supervisor of ESL also participates in the process. Translators or translation services are used when necessary.
5. Over the past few years, program choices have included the following trends:
 2007-2008 school year: New Admits: 100% ESL
 2008-2009 school year:
 New Admits:
 ESL-95%
 Dual Language- 5%
 Parent choice selection changes due to new Dual Language Program:
 Dual Language- (ELLs only) 10%
 ESL- 90%
 As of September 24, 2009:
 New Admits:
 ESL- 67%
 Dual Language- 33%
 As of October 2010:
 New Admits:
 ESL: 87%
 Dual Language: 13%
6. Program models of English as a Second Language and Dual Language offered in our school are aligned with parent requests and if a request is not offered at our school, parents are informed of options in the nearest available school. We have not had a parent choose another school because we could not accommodate their need.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)							1	2	2					5
Freestanding ESL														
Self-Contained							2	1	1					4
Push-In							3	4	3					10
Total	0	0	0	0	0	0	6	7	6	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	194	Newcomers (ELLs receiving service 0-3 years)	102	Special Education	40
SIFE	18	ELLs receiving service 4-6 years	61	Long-Term (completed 6 years)	31

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/> 27	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 25	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 8	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 60	
ESL	<input type="checkbox"/> 75	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 36	<input type="checkbox"/> 6	<input type="checkbox"/> 19	<input type="checkbox"/> 23	<input type="checkbox"/> 0	<input type="checkbox"/> 11	<input type="checkbox"/> 134	
Total	<input type="checkbox"/> 102	<input type="checkbox"/> 11	<input type="checkbox"/> 9	<input type="checkbox"/> 61	<input type="checkbox"/> 7	<input type="checkbox"/> 19	<input type="checkbox"/> 31	<input type="checkbox"/> 0	<input type="checkbox"/> 12	<input type="checkbox"/> 194	

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP												
Spanish													0	28	20	38	17	40	37	106
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	28	20	38	17	40	37	106												

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 31

Number of third language speakers: 15

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 11

Hispanic/Latino: 85

Native American: 0

White (Non-Hispanic/Latino): 19

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							49	29	19					97
Chinese							3	1	7					11
Russian								1						1
Bengali														0
Urdu							1							1
Arabic							4	5	5					14
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish							2	1	5					8
Albanian							6		3					9
Other							3	5	7					15
TOTAL	0	0	0	0	0	0	68	42	47	0	0	0	0	157

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. In the ESL programs, the instructional model is a push-in/co-teaching model. Students are grouped by grade and are mainly heterogeneous in proficiency level. Dual Language has similar features but changes because Spanish Language Arts is taught either by a licensed Spanish teacher, by a Bilingual teacher or both. Unique features are that Social Studies is taught in Spanish to all grades; Math is taught in Spanish and English 50/50 to grade eight students; Science is taught 50/50 for grade six students. Students travel together as a group to each class. ELA instruction is delivered using the Workshop Model (a balanced literacy approach) with support of QTEL techniques. All dual language classes are now on the Regents track for mathematics.
2. There are seven certified ESL teachers and two certified content teachers with bilingual extensions. In the ESL program, there are two ESL classes in the 6th grade, one in the seventh grade and eighth grade. ELLs not in designated ESL classes are serviced by an ESL certified teacher. In the Dual language program there are two dual language classes in both the 7th and 8th grade and one class on grade 6. As per CR Part 154, in grades six, seven, and eight, beginner and intermediate ESL students receive a minimum of 360 minutes of ESL instruction per week by an ESL certified teacher. Advanced students receive a minimum of 180 minutes per week by an ESL certified teacher. Dual Language students received 90 minutes per day of native language arts. Extended day classes for ELL are given by ESL teachers.
3. In the ESL program model, content is delivered in English with native language support. In the dual language program, content is delivered 50% of the time in English and 50% in Spanish. The school uses a workshop model (balanced literacy approach) for all content areas. The ESL and Dual Language class teachers use the same model adapted with QTEL techniques. Content and ESL teachers are encouraged to co-plan during common planning periods. ESL teachers also have periods of team teaching, to support students in content and language. Teachers use Inquiry Team methods to study ARIS and ATS data to drive their instruction.
4. ELL and content teachers are trained to meet the needs of ELLs with interrupted formal education. Training includes QTEL, interclassroom visitation, interschool visitation, professional study groups, and coaching. Teachers also meet to collaborate during common planning periods. These professional developments guide instruction of SIFE students. SIFE grants are used to train teachers of ELLs in content area programs such as Achieve 3000 and Destination Math. These programs are used with our SIFE students as a form of academic interventions. Parent Workshops are also offered to familiarize parents with the programs and facilitate their use at home. Students are also given support outside the classroom including Saturday school, vacation school, and summer school that focus on English and native language support. The ESL inquiry team examines student data and reviews students' needs to prepare and implement appropriate academic interventions.

Students in the US for less than three years are assessed in their English and Native language proficiency. When they first arrive, they are tested with the LAB-R and at the end of that year, the NYSESLAT. Teachers use these scores to guide instruction. Once in the classroom, teachers make observation and assessment a daily practice in the areas of speaking, listening, reading and writing. They assess literacy using various ongoing assessment tools including the D.R.A, and interim assessments. In native language, students are tested using the ALLD and EDL2 to determine Spanish proficiency. Based on assessment, students receive explicit instruction to develop their speaking and listening and reading and writing proficiency. Students are held to the same ELA standards as non ELLs and teachers scaffold lessons to reach the same goals as English proficient students. Teachers offer ELLs high expectations as well as high levels of support.

ELL and Content teachers are trained to teach ELLs receiving service 4-6 years using various linguistic and scaffolding strategies. Teachers work together to assess student instructional needs using formal and informal assessment including ongoing observations, D.R.A, Periodic Assessments, and NYSESLAT data. Literacy and language needs by modality are determined. Teachers meet during common planning and coaching conferences to discuss specific instructional needs. Literacy is developed in individual, guided and group instruction. Students are also given native language support such as technology, translation glossaries, and dictionaries.

ELL and content teachers are trained to meet the needs of long term ELLs. Training includes QTEL, interclassroom visitation, interschool visitation, professional study groups, and coaching. Teachers also meet to collaborate during common planning periods and discuss instructional plan for building academic language and literacy needs. These professional developments guide instruction of Long Term ELLs. Teachers use appropriate scaffolding strategies to target the needs of ELLs. Long Term ELL grants are used to train teachers of ELLs in content area programs such as Achieve 3000 and Destination Math. These programs are used with our ELLs as a form of academic interventions. Parent Workshops are also offered to familiarize parents with the programs and facilitate their use at home. Students are also given support outside the classroom including Saturday school, vacation school, and summer school that focus on English and native language support. The ESL inquiry team examines student data and reviews students' needs to prepare and implement appropriate academic interventions such as specific guided instruction.

ELL, content and special education teachers are trained to meet the needs of LEP students with IEPs. Professional development includes

QTEL training, interclassroom visitation, interschool visitation, professional study groups, and coaching. Those teachers also meet to collaborate during common planning periods. Students are given support outside the classroom including Saturday school, vacation, and summer programs that focus on native language and English support. The ESL inquiry team examines student data and reviews students' needs to prepare and implement appropriate academic interventions.

B. Programming and Scheduling Information--Continued

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

5. I.S. 93 uses data to target ELL interventions. Classes are programmed based on this data in order to best support our ELLs. ELL teachers co-plan and co-teach with content teachers. Students receive small group and guided instruction and use support resources such as books on tape according to proficiency and language needs. ELLs receive native language support such as bilingual libraries, translation glossaries, and bilingual dictionaries. Some of the languages available are Spanish, Arabic, Polish, Albanian, Russian, and Romanian. Technology based interventions for ELLs, and specifically SIFE and Long Term ELLs, include Achieve 3000 and Destination Math in both Spanish and English. During our Saturday Language Learner Academy, students are able to receive native language support using native language reading books and technology such as Rosetta Stone.

6. Teachers of former ELLs are trained in the appropriate instruction when needed. Many of the teachers who teach former ELLs have attended QTEL training. After [redacted] appropriately support their language needs. Former ELLs that need a more rigorous curriculum are placed in our SP classes. Students that need literacy support are placed in a ramp up or CTT class. When possible, students are placed in a class that is currently servicing ELLs. Former ELL are also offered enrichment through title III and continue to receive access to Achieve 3000. All students at I.S. 93 are given native language support including bilingual dictionaries, native language libraries and independent reading books.

7. For the upcoming school year, I.S. 93 will now offer mathematics Regents to grade 8 students and grades 6 and 7 DL classes will prepare students for the Regents.

8. No services are expected to be discontinued this year.

9. Title III Saturday Language Learner Academy

The Saturday Language Learner Academy provides ESL services to ELLs from 9:00 to 12:00 a.m. Instruction focuses on literacy development, academic language, and content area skills through ESL strategies and methodologies. Students develop oral reading proficiency through the English Explorers computer program, a research-based fluency program. Students and parents learn about Social Studies and Science through leveled instructional materials. The program prepares sixth graders for the upcoming seventh grade curriculum and seventh and eighth graders for the social studies exam. Students receive native language support through the use of native language Rosetta Stone libraries and through the use of native language independent reading books. Each student has access and time to borrow books in their native language. In addition, this program includes a series of excursions. A culminating activity will be the Math Olympics, where teams of students compete in Destination Math and Tabula Digita in the auditorium. This event will be loosely modeled on the international video game competitions that can be seen on cable television channels.

Early Bird and After school Programs

These programs meet during the week. There are two before school programs and three after school programs. The instruction focuses on

native language fluency, cultural recognition, using technology to attain fluency, and providing extra instruction for our dual language students in their native language. The second program, Early Bird, offers help to ESL students using “Quick Reads” series of books. It is social studies based and uses “Quick reads” leveled system. The Early Bird programs run from 7:00-8:00 a.m. Monday-Wednesday. The after School Language Learner Academy focuses explicitly on using Rosetta Stone and READ 180 to attain fluency. Students use Rosetta Stone for explicit instruction in English, practicing sight words, phonics and vocabulary in content. READ 180 helps develop our ELLs who are struggling readers through the use of audio books, computer assisted and leveled library.

10. Instructional materials include technology, assessment tools, literature, and supplies. All ELLs have daily access to computers and smart boards as well as literacy programs such as Achieve 3000, Rosetta Stone, and Destination math. Teachers also use assessment tools such as DRA and the ELL Periodic to guide instruction. In all content areas, teachers make dictionaries and translation glossaries accessible to support instruction. Classrooms contain ELL libraries that include leveled, age appropriate books and books on tape. Independent reading books are available in the native language.

11. In the Dual language program, native language support is delivered fifty percent of the time. In the ESL program model, native language libraries, dictionaries and glossaries are available as well as technology in native language.

12. Services support and resources correspond to ELLs’ ages and grade levels. Classroom libraries are age and grade appropriate and leveled by literacy needs. Content pacing calendars and units correspond to other grade wide pacing calendars and units based on the America’s Choice model. Teachers use QTEL strategies to scaffold instruction and promote academic language use.

13. Newcomers are tested and placed using LAB-R within 10 days of registration. These students are identified as proficient, advanced, intermediate, or beginner. These students are placed according to their levels of English proficiency into appropriate ESL or Dual Language class. Parents have the option of a bilingual class if available at an alternate site. Each student and parent have a causal meeting with our Parent Coordinator, Mildred Reyes to highlight special programs at I.S. 93 to help direct the families to academic support services such as SES and title III programs as well as to existing support services.

14. At the current time, no language electives are offered to our ELL's.

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)?

1. Approximately 50% of instruction is in the target language for EP's and ELL's in grades six and eight. In grade seven, only approximately 20% of instruction is in the target language (due to a loss of qualified personnel).

2. English Proficient and English Language Learners are integrated one hundred percent of the day. No content area subjects are taught separately.

3. In the sixth grade, math is taught 4 periods a week in English and 4 periods a week in Spanish. Science is taught 5 periods a week in Spanish. Social studies is taught 4 periods per week in English. Health and Physical Education are taught 2 periods a week in English. Native Language Arts is taught 4 periods a week in Spanish. English language arts is taught 8 periods a week. In the seventh grade, science is taught in English for 4 periods a week. Math is taught in English 8 periods a week. Social studies is taught in Spanish 4 periods a week. Native Language Arts is taught in Spanish 4 periods a week. Physical Education is taught 2 periods a week in English. English Language Arts is taught 8 periods a week. In grade eight, mathematics and English are both taught 4 periods in English and 4 periods and in Spanish, social studies is taught 4 periods in Spanish and Native Language Arts is taught in Spanish 4 periods. All English subjects have native language support.

4. To the extent possible (depending on licensed available staff) the 50/50 dual language model is used and divided through content areas.

5. Literacy is taught simultaneously in both languages.

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.

1. IS 93 is designated as a QTEL (Quality Teaching for English Learners) Demonstration Site. More than forty teachers and three assistant principals completed a 30- hour QTEL institute during the 2006-2007 school year. Seventy five percent of teachers who teach our ESL eligible students are QTEL trained. New teachers will attending trainings in the 2010-2011 school year. QTEL professional development will continue in the 2010-2011 school year focusing on ways build higher quality interactions among ELLs and to prepare lessons that reflect academic rigor and high expectations.

Often, teachers are sent to the various offerings, some of which focus on Dual Language, Math, or on writing curriculum. One such PD opportunity participation is an OELL grant for Destination Math. Our teachers attended the PD and the school received laptops to use the program with students. Notices are discovered in the Principal’s Weekly. Teachers receive emails and request to attend any outside professional development.

All teachers of ESL students at I.S. 93 have engaged in iTeach iLearn training. These teachers use Smartboard technology and the internet regularly to enhance instruction and make content more accessible to our ELLs. During 2006-07, all seventh grade ELLs were provided with IBM laptop computers to support learning. Currently all classrooms have accessible laptops attached to a school wide server.

The ESL and Dual Language department designs, plans and delivers on-going professional development throughout the year. This PD is delivered on Fridays in the school calendar designated as Professional Development. The department members also collaborate with other subjects such as ELA and Social Studies to update the training that other subject area teachers receive in the respective subjects.

Throughout the school year, teachers of ELLs receive coaching in scaffolding strategies, teaching ELLs in the content areas, accountable talk, and building literacy and academic language. Teachers also have opportunities to participate in inter-classroom visitations to develop teaching skills. Bi-monthly meetings to support ELLs will continue and include inquiry team meetings to discuss data, professional books studies, and workshops on topics such as unpacking the NYSESLAT and maximizing the use of dictionaries as a testing modification.

2. Our school assists incoming ELLs in the transition from elementary to middle school by opening our doors for an open house. Our school also invites elementary students to participate in a summer program with our middle school students. In order to support the ELLs transition from middle school to high school, the guidance department offers High School Open Houses, interschool visitations, information meetings, and small group counseling. Small group counseling consists of 4-6 students and focus on the high school application process. Once a semester, guidance counselors speak with ELL classes regarding high schools and guide students through the process.

3. I.S.93 trains all staff to support ELLs. Teachers are invited to all meetings including training on using Achieve 3000, Destination Math, unpacking the NYSESLAT and using data to guide instruction. These meetings often lead to inter classroom visitation and demonstration lessons.

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?

1. The Parent Coordinator conducts monthly meetings and/or workshops, providing translation when needed.

ESL and computer classes are offered to parents.

A “Parent Library” is also available for parents.

Targeted audience workshops for parents of students with disabilities and ELL’s regarding standards based instructional activities.

SLT will inform parent members of CEP initiatives and activities.

Principal will conduct quarterly meeting with the PTA executive board.

Principal meets monthly with the Title I Parent Involvement Committee to discuss recommendations for how to use Title I Parent Involvement Funds.

I.S.93 will hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs and offer all parents the chance to form the Title I Parent Involvement Committee, which recommends to the SLT ways to use Title I funds (1% Set Aside) to promote parent involvement.

Translation equipment has been purchased using Title I funds (1% Set Aside) for meetings and translators are contracted as needed through Legal Interpretation Services

ARIS training is also provided on a one to one level.

2. Our Beacon Program provides support for out ELL's every day after school and on Saturdays through workshops and fieldtrips. We also have partnership with the Queens Public Library which is located right across the street from our school.
3. Parent Needs are determined by: Surveys, Personal requests, Meetings and through email.
4. All activities are directed to meet the needs of the parents, for example the ELA classes and computer classes assist parents in learning English in order to overcome the barriers. Computer classes enable parents to stay connected with their child's progress through ARIS. As well, our parents can peruse our school's website for information. Workshops like gang awareness keep them informed of the colors and what to look for.

The health clinics and health insurance inform parents of what it available to them regardless of their immigrant status.

High school workshops assist families in choosing the best High School. Depending on the needs they are oriented on a one to one basis.

We also maintain our parents informed by:

- I.S. 93 website
- Back packed notices
- Parent newsletter
- Student planners
- Parent Coordinator bulletin board
- PTA bulletin board
- SLT meetings
- High School Application Orientation
- Telephone Message System
- School sign

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	10	18					31
Intermediate(I)							17	18	24					59
Advanced (A)							46	33	21					100
Total	0	0	0	0	0	0	66	61	63	0	0	0	0	190

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	3	2				
	I							7	5	13				
	A							20	21	17				
	P							32	27	23				

READING/ WRITING	B							2	8	16				
	I							15	17	21				
	A							43	30	18				
	P							1	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	25	25	4		54
7	22	20	0		42
8	23	15	1		39
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	11		33		15		5		64
7	9		35		6		2		52
8	11		14		9		9		43
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	16		35		12		3		66
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	8		43		13		0		64

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)	10	13	11	5	22	23	23	8
Chinese Reading Test								

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

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

1. QRI-4 is used to determine reading levels. All of our ELLs have scored between third and fifth grade. Achieve 3000 is also used to determine the lexile level. The results range from second to sixth grade for our ELLs. This program is offered in two languages - English and Spanish. The LAB-R is also given in both Spanish and English. It provides us with early literacy skills in reading, writing, and listening. We place students in classes based on the results. The ALL-D assesses literacy and mathematics for our SIFE students. We use these results to determine the grade level of our Spanish students. We often find that students are pre-literate in their native language. Teachers use this data to differentiate instruction, to plan intervention for small groups and individual students.

2. As of Oct 10, 2010, Grade 6 had 3 beginners, 17 intermediate and 46 advanced ELLs. In grade 7, there were 10 beginners, 18 intermediates and 22 advanced ELLs. In grade 8 there were 18 beginners, 24 intermediates and 21 advanced ELLs. Unfortunately, our ELL's have great difficulty on standardized tests and score in the lower percentiles.

3. Teachers use NYSESLAT modality patterns to guide instruction:

Speaking and Listening- Students need explicit instruction to develop their speaking and listening proficiency. Therefore, read aloud and shared reading experiences need to be a part of each instructional day. Students need to be encouraged and expected to engage in accountable discussions about content specific vocabulary to develop oral fluency. Students should be given regular chances to listen to books on tape and respond to them orally. Students need to participate in 1 to 1 conferences with teacher as well as in guided group instruction.

Reading and Writing- Students need to be given explicit instructional experiences that develop comprehension, fluency, phonic skills, and word recognition/vocabulary. Classroom libraries should be offered in a wide range of independent reading selections in a variety of genre from reading levels ranging from emergent reader to fluent reader (based on Fountas and Pinnel A to Z leveling system). Students need to read independently every day. Students engage in guided reading and writing groups based on his or her reading and writing needs. Teachers need a wide collection of instructional texts and technology for whole class, small group, and individual instruction that develops reading fluency using indicators such as expression, phrasing, rate and accuracy.

4.

A. In grade six, 25 ELLs scored a one on the ELA State Assessment and 11 scored a one on the mathematics assessment. In grade seven, 22 students scored a one on the ELA Assessment and 9 on the mathematics assessment. In grade eight, 23 scored a one in ELA and 11 in mathematics. Results from the prior year showed that our ELL population had far fewer students scoring at performance level one in mathematics. In ELA, our ELLs have struggled in the past but this year many more are scoring at performance levels one and two. This is in part due to the increase in scale scores by the city. Unfortunately, our ELL population does not fare well on standardized tests taken in English.

B. The ELL Periodic Assessment guides leadership in teacher training and guides teachers in making instructional decisions. The data will be analyzed by the ESL Department at professional development and use the results to appropriately group students, as well as, to provide targeted assistance. The school leadership team will also analyze the data to make decisions based on greatest needs first. Class placement decisions are also made based on this data.

C. The first point would be that Periodic Assessments used by the ELA department are not extremely useful to assess beginners. We know they are beginners and therefore expect poor results. Students who are Intermediates or Advanced are able to answer enough on the assessments to begin to create a better picture for us because we can more readily see where they need assistance or interventions. This

pattern holds true for using softer data from TeenBiz and other non-standardized assessments. We are hopeful that use of the ELL Periodic will provide us with more accurate data.

The Periodic Assessments do provide the school with important data that guides instruction. Linguistic features as well as language modality results are analyzed and student language and literacy needs are determined. Our school is planning on creating a native language periodic assessment in Spanish for both our ELLs as well as our EPs in the dual language program. One intervention driven by data is our native language support. ELLs have access to native language resources such as bilingual dictionaries and glossaries as well as bilingual libraries, technology, and native language independent reading books.

5. A. In the Dual language program, English proficient students are assessed informally and formally in the target language. Ongoing informal assessments include reviewing work folders and sourcebooks, status of the class, and TAN notebooks. Formal assessments include the EDL2, a Spanish language assessment that is similar to our English assessment, the DRA and content tests in native language.

B. Based on the EDL2 most English Proficient students are at the beginner to intermediate level of language proficiency in Spanish.

C. As expected, Beginner ELLs perform at low levels. Nearly half of the students tend to have “flat,” (no change in proficiency) and the rest have gains that are only slightly below that of the school-wide results for each grade.

6. The success of the programs for ELLs is based on a variety of data including the NYSESLAT, State Math and ELA, Periodic Assessments, the ELE, and a wide variety of informal assessments. We use an ELL Inquiry team to study longitudinal progress of every ELL. This data compares not only the NYSESLAT and ELA scores but the percent gains in each of those tests. Along the way, ELA DY0 and TeenBiz data is studied. We believe that having no holdovers is a positive measurement of success as well.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		