



**[JEAN NUZZI INTERMEDIATE SCHOOL 109]**

**2010-11  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (29Q109)  
ADDRESS: 213-10 92<sup>ND</sup> AVENUE  
TELEPHONE: 718-465-0651  
FAX: 718-264-1246**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 109      **SCHOOL NAME:** Jean Nuzzi Intermediate school 109

**SCHOOL ADDRESS:** 213-10 92<sup>nd</sup> Avenue, Queens New York, 11428

**SCHOOL TELEPHONE:** 718-465-0651      **FAX:** 718-264-1246

**SCHOOL CONTACT PERSON:** Miatheresa S. Pate-Alexander      **EMAIL ADDRESS:** mpate@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Linda Wright</u>
<b>PRINCIPAL:</b>	<u>Miatheresa S. Pate-Alexander</u>
<b>UFT CHAPTER LEADER:</b>	<u>Bertha Cuascut</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>LaVonne Jackson-Wright</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>N/A</u>

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 29      **SSO NAME:** CFN 533

**SSO NETWORK LEADER:** Nancy Ramos

**SUPERINTENDENT:** Lenon Murray

**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
Miatheresa S. Pate-Alexander	*Principal or Designee	
Bertha Cuascut	*UFT Chapter Chairperson or Designee	
LaVonne Jackson-Wright	*PA/PTA President or Designated Co-President/Parent	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Steve Green	Member/Teacher	
AnnMarie Shepperson	Member/Teacher	
Linda Wright	Member/Teacher/SLT Chair	
Celestina Enwemaya-Nuwere	Member/Teacher	
Tessa Williamson-Presssey	Member/Parent	
Gloria Sealy	Member/Parent	
Jennifer Harley	Member/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.

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Jean Nuzzi Intermediate School 109 (IS109) is a large intermediate school with approximately 1,104 students. IS109 provides accessible, high quality, future-oriented education and community service through a variety of academically rigorous classes. We serve the diverse needs of all learners in the ever-changing local, regional, and global economy. In an atmosphere of free inquiry and technological innovation, we deliver quality instruction, programs, and activities that give students transferable education and skills, and personal social enrichment. When students graduate from Jean Nuzzi Intermediate School 109, they will have had enriching experiences that encourage lifelong learning.

What makes our school very distinctive from other middle schools is that:

- We have successfully adopted a distinctive uniform dress code that allows staff and community alike to identify our students' grades by their shirt colors (yellow shirts -grade six, white shirts-grade seven, and blue shirts-grade eight).
- We have partnerships with the following organizations:
  1. **NFTE Entrepreneurship Program** helps our students learn business concepts, and practice skills including negotiation and pricing. They also work on completion of business plans for their own individual businesses.
  2. **CASA- Queens Theater In the Park** provides performing arts activities to our students, such as drama, theatre, dance, and music.
  3. **Project Prize-** is a partnership with Queens Borough Community College that prepares middle school students for college. The partnership also offers academic tutoring and counseling.
  4. **C.H.A.M.P.S** offers our students additional opportunities, regardless of athletic ability, to engage in a wide variety of physical activities, and to encourage students to find activities that they enjoy and can participate in for life.
- We have established a school culture of conferring with students through Town Hall meetings. During the course of each Town Hall meeting, administrators, teachers, and deans confer with students to discuss the current state of the grade. These Town Hall meetings help us gather data about student progress and student needs ranging from discipline to academics. In addition, Town Hall meetings provide a unique opportunity for teachers and the administrative team to discuss concerns ranging from safety to academics. Town Hall meetings are also used for exposing our students to the Arts.
- We have designed an after school Teacher Group to address the professional needs of the faculty members.

- We have a linguistically diverse student and teacher population. Our school welcomes many new immigrants from Guyana, Haiti, Jamaica, India and many Latino countries. Our staff is equally linguistically diverse, which allows the language needs of our students to be met with a whole child approach in mind.
- We have an annual Saturday Orientation Fair. During the fair community partnerships and various community businesses provided resources to parents ranging from healthcare to academic intervention support. Parents were issued a welcome packet that included, among many things, a handbook explaining the inner-workings of programs and calendar dates.
- We use a system called SchoolMessenger to communicate with parents and staff for a variety of reasons that impact the safety and academic performance of students. SchoolMessenger is used to complement community outreach efforts and emergency preparedness procedures, and to inform parents of upcoming school events such as statewide testing and parent meetings.
- We encourage mainstreaming of our special education students. Our goal is to move as many prepared students out of the special education program and encourage them to earn a high school diploma.

Overall, the goal of Jean Nuzzi Intermediate School is to ensure students' successes by making certain that we expand their learning opportunities.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Jean Nuzzi Intermediate School 109				
<b>District:</b>	29	<b>DBN #:</b>	109	<b>School BEDS Code:</b>	342900010109

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	X 6	X 7
	X 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					91.5	93.3	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					94.8	94.3	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	419	355	343	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	517	420	377		50.6	49.9	65.5		
Grade 8	532	492	422						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					8	18	TBD		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1470	1269	1143		27	28	3		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		

DEMOGRAPHICS							
Number in Self-Contained Classes	56	56	62				
No. in Collaborative Team Teaching (CTT) Classes	7	34	34	Principal Suspensions	47	55	TBD
Number all others	79	66	66	Superintendent Suspensions	30	41	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	80	101	87	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	4	2	17	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	93	78	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	20	21	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	1	TBD
	2	2	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD
American Indian or Alaska Native				Percent more than two years teaching in this school	61.3	78.2	TBD
Black or African American				Percent more than five years teaching anywhere	61.3	73.1	TBD
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher	82.0	86.0	TBD
White				Percent core classes taught by "highly	79.3	88.7	TBD

DEMOGRAPHICS							
Multi-racial				qualified” teachers (NCLB/SED definition)			
Male							
Female							

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>	
		Basic	Focused
In Good Standing (IGS)	X		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	--	--	--				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Black or African American	✓	✓				
Hispanic or Latino	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓				
White	--	--	--			
Multiracial	--	--	--			
<b>Other Groups</b>						
Students with Disabilities	✓ sh	✓				
Limited English Proficient	✓ sh	✓				
Economically Disadvantaged	✓	✓				
<b>Student groups making AYP in each subject</b>	7	7	1			
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	<b>B</b>	<b>Overall Evaluation:</b>	✓
<b>Overall Score</b>	62.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	6.4	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	18.9	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	33.7	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	✓
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

## 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:

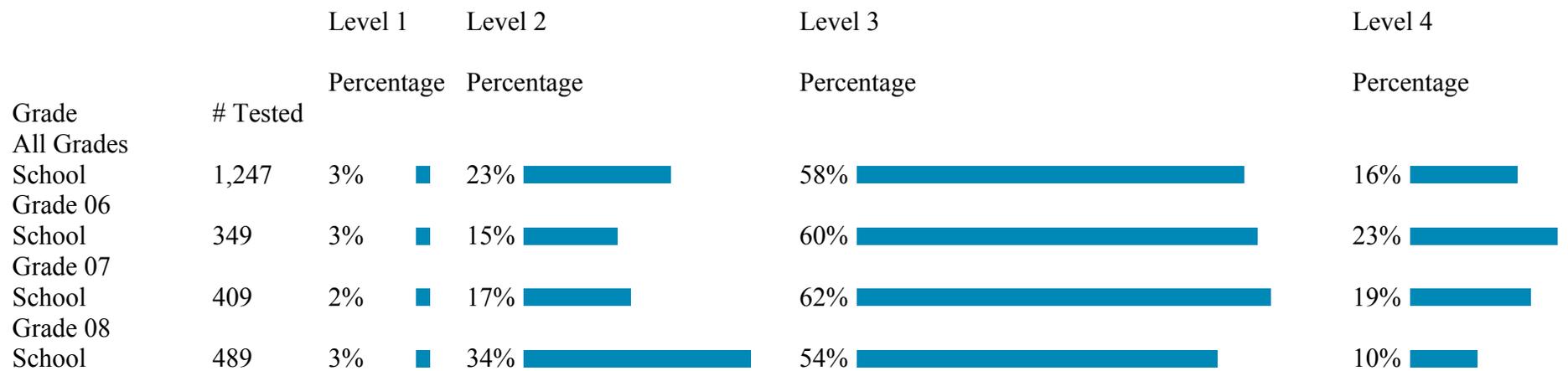
- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Student performance trends that have been identified below include all students (ELL's, Special Education, and General Education) over a period of 2008-2010. The information indicates that the school must continue to focus specifically on our targeted students, special education, and ELL's population.

### **2010 ELA/Math Combined**

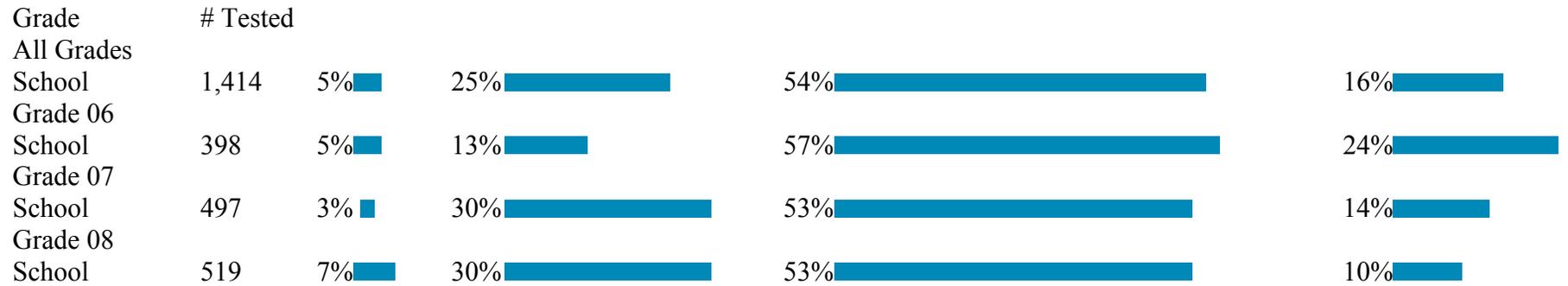
	✓ Total Students	Total Students Tested	Total Students Not Tested	Total Students that did not meet
Grade 6-ELA	✓ 336	321	15	23 (7.1%)
Grade 6-Math	✓ 336	336	0	27 (8%)
Grade 7-ELA	✓ 384	371	13	38 (10.2%)
Grade 7-Math	✓ 384	381	3	55 (14.4%)
Grade 8-ELA	✓ 442	408	14	24 (5.8%)
Grade 8-Math	✓ 423	413	10	35 (8.4%)

**2009 Math Performance Levels**

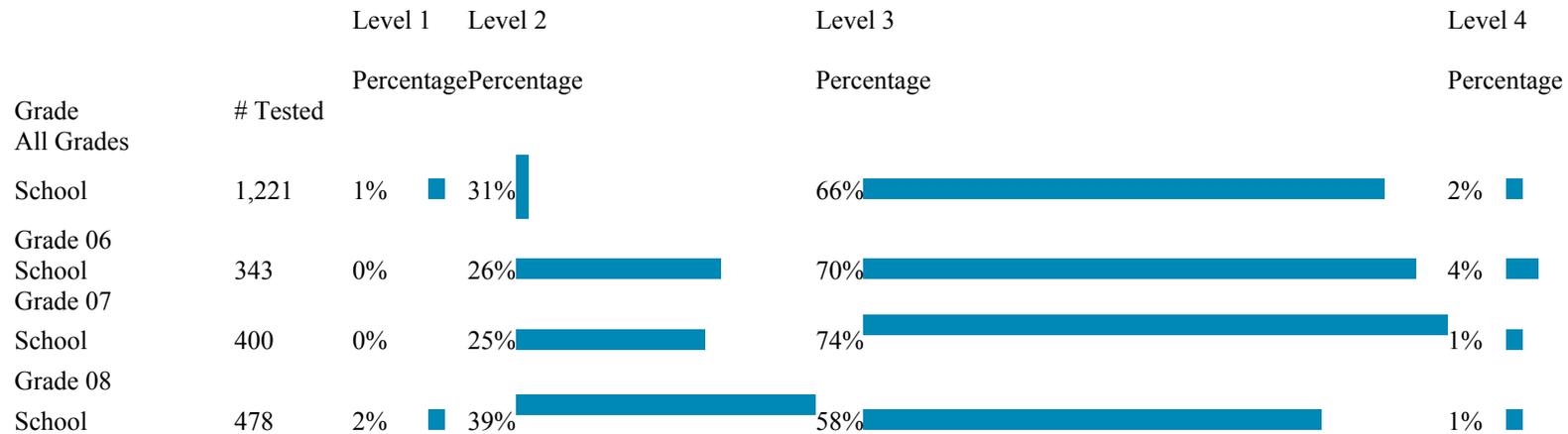


**2008 Math Performance Levels**

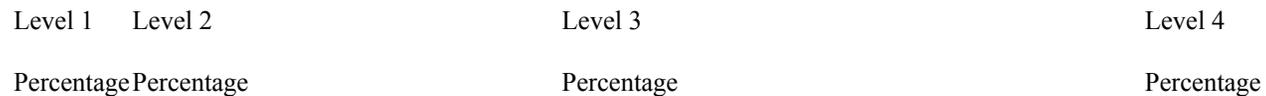


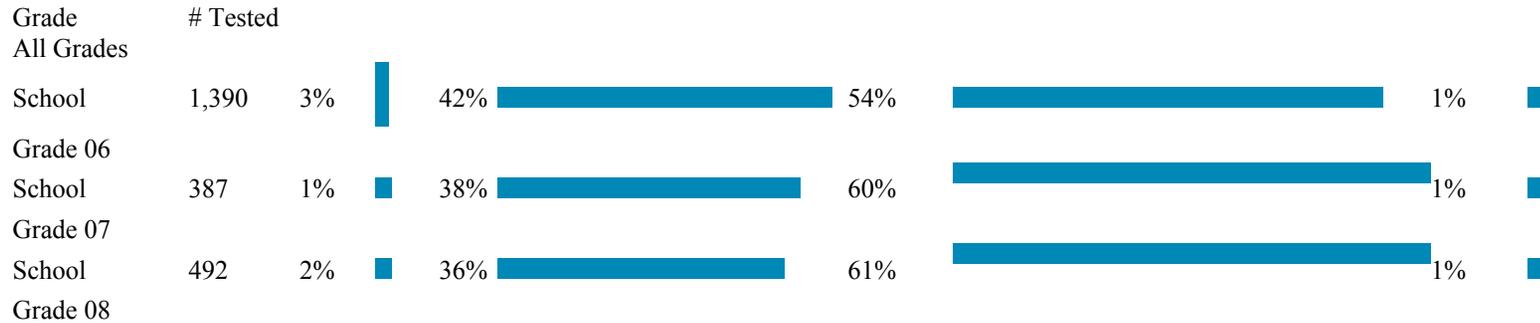


### 2009 ELA Performance Levels



### 2008 ELA Performance Levels





**The greatest accomplishments over the last couple of years:**

**#1.** At I. S. 109 we understand that several family and school factors work together to shape the academic performance of our English Language Learners. These factors include the language used in the home. To address these factors, we have increased opportunities for partnerships with our ELL’s sub-group and their families. We have partnered with the Adult Continuing Education Department in order to provide free ESL classes to our ELL families two nights a week. Additionally, we have invested in SchoolMessenger, a system to communicate with parents in their native languages. SchoolMessenger is used to inform parents of the academic performance of students, complement community outreach efforts and emergency preparedness procedures, and to inform parents of upcoming school events, such as, statewide testing and parent meetings.

Furthermore, we offer a before school ELL’s program. The program runs from September to May and is offered Monday-Thursday from 7:00am-8:00am. The program instructor is a certified ESL Teacher who provides instruction in English. The purpose of the before school program is to help our students work individually and/or in small groups to enhance comprehension, grammar, vocabulary, listening, speaking, reading and writing skills.

**#2.** We have expanded the utilization of interim checkpoints in order to achieve maximum learning outcomes in all core subjects and therefore meet the needs of students and groups of students. We have done this by creating five instructional team meetings: cluster team meetings, progress report team meetings, common planning team meetings, inquiry team meetings and administrative team planning meetings. These teams meet throughout the year in order to achieve maximum learning outcomes. By narrowing the school wide teams down to five key teams we are able to strategically and effectively allow teachers to share their experiences in putting new instructional ideas into practice: *What new strategies or approaches have they tried recently? What worked, what didn’t, and why?* Through the exchanges, participants celebrate their successes and engage in joint problem solving in all core subjects.

**#3.** We have a rich, robust curriculum with a strong foundation in literacy and writing across all content areas to meet students' academic needs. Each teacher is provided with a copy of the school wide curriculum on a flash drive. This flash drive allows for curriculum integration and self motivated professional development. The flash drive contains educational articles, standards, content specific instructional resources, and school accountability data. More importantly, teachers can draw from several subject areas to focus on a particular topic or theme. Rather than studying math, social studies, ELA or science in isolation, for example, a class might study a unit called The Sea, using math to calculate pressure at certain depths and social studies to understand why coastal and inland populations have different livelihoods. They may also formulate hypothesis and perform experiments to prove their theories. Ultimately, students could demonstrate their writing abilities by producing a report of information.

- We use a conceptual framework that allows the school administration, coaches and teachers to regularly evaluate the effectiveness of organizational decisions, interventions, professional development and the deployment of staff. The framework consists of six facets:
  1. **Reflect.** We start the year with a formal needs assessment with the support of our ESA. Together we are able to assess the current practices and what is in need of improvement.
  2. **Plan.** Based on the outcome of the needs assessment we form a team consisting of teachers, coaches, and administrators to devise a plan.
  3. **Implement.** Once the plan(s) are developed, the implementation begins within the classroom. The implementation at I.S 109 will often include (a) disseminating documentation and supporting materials concerning the new approach and (b) training the teachers, or other staff members responsible for successful implementation.
  4. **Assess.** We measure the outcomes of the plan through informal/formal observations, walk-throughs, Acuity results, and other soft and hard data sets.
  5. **Analyze data.** After the assessment data is collected we analyze it to identify trends and isolate our next steps.
  6. **Reflect.** Finally, we reevaluate strategies to refine and improve the plan.

**The most significant aids or barriers to the school's continuous improvement:**

1. **Technology** -All areas of compliance are tied to the use of technology. In particular student academic is tied to technology. Presently, we currently have one computer per classroom and two computer labs that are used for regularly programmed classes. The school would like assistance with identifying possible technology grants or organizations that are willing to provide technology resources to the school.
2. **ARTS**- The school currently has no ARTS programs and no electives for students in the arts. This has become a direct result of budget. The school would like assistance with identifying possible partnerships for ARTS instruction.

## 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.

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1. Ensure that data is used consistently as the basis for differentiated instruction that reflects student's learning goals and interests.
  - a. Utilizing all available data sources including summative and formative assessments, learning styles surveys, demographic and historic data, low-inference data and conferencing
  
2. To develop teacher's expertise and make them more independent in analyzing and interpreting data to support instruction and student achievement.
  - a. Engaging in professional development that aims to create confidence in engaging in data analysis
  
3. Develop a coherent curriculum across multiple content areas that broaden teachers' inclusion of ELL's and Special Education students to better meet the learning styles and academic needs of these students.
  - a. Engaging in afterschool curriculum planning and drafting sessions, monthly instructional reviews, professional conversations and analysis of unit assessments

**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.

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Ensure that data is used consistently as the basis for differentiated instruction that reflects student’s learning goals and interests.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>○ Administrators will create a monthly professional development plan that focuses on differentiated instruction at least 30% of the school year.</li> <li>○ Differentiated instruction will be considered evaluative and will be assessed during 75% of both formal and informal observations.</li> <li>○ Incorporate differentiated instruction as part of teacher/advisor’s instructional plan for Target Ten groupings.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>○ 100% of teachers will engage in professional development around differentiated instruction that addresses the needs of ELL’s and special education students including those with IEPs.</li> <li>○ Professional development in differentiation will occur on a monthly basis with at least three opportunities for teachers in whole groups, small groups and individual sessions both in school and out that reflect on students learning styles and goals in at least three content areas.</li> <li>○ 90% of classrooms will reflect resources, including technology, to support differentiated instruction.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>○ Observations both Formal and Informal</li> <li>○ Grade and subject meetings – Agendas, Attendance Sheets, and materials</li> <li>○ Curriculum meetings – Agendas, Attendance Sheets and materials</li> <li>○ Teacher professional resources/texts</li> <li>○ Sample lesson plans</li> </ul> <p>Evidence of differentiated instruction in student work in at least three content areas.</p>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop teacher’s expertise and make them more independent in analyzing and interpreting data to support instruction and student achievement.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>○ Teachers will receive ongoing training in Acuity.</li> <li>○ Administrators will formally introduce Brenda Fullard as the data specialist for the school and that she will be responsible for supporting teachers in DOE data and compliance platforms.</li> <li>○ Brenda Fullard will work with individual teachers and content/grade clusters to support data analysis and interpretation.</li> <li>○ Teachers will confer with our school’s achievement officer in order to better understand data-driven instruction and the implications on their professional growth.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>○ 100% of teachers will engage in professional development around analyzing and interpreting student data.</li> <li>○ At least 90% of all students in the school will undergo a full analysis by a Target Ten advisor of all available data.</li> <li>○ Target Ten teachers will be responsible for sharing student data analysis with each of their cluster team members as well as their cluster team members and this sharing will support student SMART goal setting in at least three content areas.</li> <li>○ Using per session funding for extended hours work, teachers will create pre and post assessment goals for students and these goals will be reflected on by both teachers and students.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>○ Administrators will collect data on teacher performance.</li> <li>○ Administrators will sit in on cluster team meetings and provide support to teacher/advisors.</li> <li>○ Observations both Formal and Informal</li> <li>○ Grade and subject meetings – Agendas, Attendance Sheets, and materials</li> <li>○ Curriculum meetings – Agendas, Attendance Sheets and materials</li> <li>○ Teacher professional resources/texts</li> <li>○ Sample lesson plans</li> <li>○ Exemplary student work in literacy and mathematics</li> <li>○ Assessments which indicate increase in student skills both formative and summative</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Develop a coherent curriculum across multiple content areas that broaden teachers’ inclusion of ELL’s and Special Education students to better meet the learning styles and academic needs of these students.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>○ Teachers will meet monthly, starting in June craft cross-curricular planning.</li> <li>○ The schedule will have cross content meeting time.</li> <li>○ The budget will be used to offer teachers per session hours to plan subject area/grade specific curriculum.</li> <li>○ Crafted curriculum will be shared school-wide and feedback collected on a monthly basis as teacher teams review curriculum coverage trends</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>○ Engage each grade level team in curriculum mapping efforts to horizontally align curriculum in ELA, Math, Science and Social Studies.</li> <li>○ Separate funding lines will be created in Galaxy to allow for purchasing of curriculum and supplementary content</li> <li>○ Per session will be offered to allow for outside teaming other schools and to support consultant-aided work</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>○ Team meeting agendas and logs</li> <li>○ Payroll documentation</li> <li>○ Professional development series agendas and notes</li> <li>○ Student and teacher surveys</li> <li>○ Teacher observations that exhibit units of study that are grade appropriate and that spiral through expected learning outcome</li> <li>○ 75% completion of a curriculum that meets the measurable objective.</li> </ul>

## **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				
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	120	120	120	120	18	0	2	N/A
<b>7</b>	120	120	120	120	31	1	2	N/A
<b>8</b>	120	120	120	120	30	0	0	N/A
<b>9</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>10</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>11</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>12</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**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

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>A.I.S in ELA is being implemented in several different ways: Extended day is a key resource for our at risk students. Extended day is offered Monday-Thursday from 2:20- 2:57 pm. During this time students are paired into groups and are supported by content specialist using a four day content rotation. This is a specific curriculum designed to address targeted skills. A special ELL’s intervention is provided to students who are ELL’s mandated. READ 180 is also provided for AIS students. Using the <i>READ 180</i> instructional materials, students are being provided systematic instruction in reading, writing, and vocabulary. Using the <i>READ 180 rBook</i> and <i>Resources for Differentiated Instruction</i>, the teacher works closely with students so that individual needs can be met. Students use the Software independently, providing them with intensive, individualized skills practice. Students build reading comprehension skills through modeled and independent reading of the <i>READ 180</i> Paperbacks and Audio books. The session ends with 10 more minutes of Whole-Group Instruction for a total of 90 minutes of direct AIS support. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. Small Group instruction is offered in the form of SETTS (pull out academic resource support). AIS students receive weekly support from our Reading Specialist.</p>
<b>Mathematics:</b>	<p>A.I.S in Math is being implemented in several different ways: Extended day is a key resource for our at risk students. Extended day is offered Monday-Thursday from 2:20- 2:57 pm. During this time students are paired into groups and are supported by content specialist using a four day content rotation. This is a specific curriculum designed to address targeted skills. A special ELL’s intervention is also provided to students who are ELL’s mandated. Parents are provided Progress Reports to ensure early notification of on-going instructional needs. Small Group instruction is offered in the form of SETTS (pull out academic resource support).</p>
<b>Science:</b>	<p>A.I.S in science is being implemented in several different ways: Extended day is a key resource for our at risk students. Extended day is offered Monday-Thursday from 2:20- 2:57 pm. During this time students are paired into groups and are supported by content specialist using a four day content rotation. This is a specific curriculum designed to address targeted skills. In school intervention services are provided daily in small groups with teachers. One-to-one instructional tutoring is provided during lunch, before and after school. ILSET Parent Workshop is used to support parents of AIS students understanding of the science state exam. Parents are given a six week assessment to help them determine areas that their child needs support in. Parents are also provided Progress Reports to ensure early notification of on-going instructional needs.</p>
<b>Social Studies:</b>	<p>AIS in social studies is being implemented in several different ways: Extended day is a key resource for our at risk students. Extended day is offered Monday-Thursday from 2:20- 2:57 pm. During this time students are paired into groups and are supported by content specialist using a four day content rotation. This is a specific curriculum designed to address targeted skills. In school intervention services are provided daily in small groups with teachers.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>The school guidance team provides group &amp; individual counseling including: conflict resolution, crisis intervention, class visits &amp; act as a resource for teachers &amp; parents, Case Managers for PPT. Assist with attendance monitoring &amp; intervention services. Child abuse prevention &amp; intervention; address issues relating to students in temporary housing. Referral to outside agencies &amp; services (ex: FAP; family counseling, &amp; academic services).</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>The school psychologist will offer clinical services and provide group &amp; individual counseling including: conflict resolution; crisis intervention, class visits &amp; act as a resource for teachers &amp; parents.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p>The school social worker will offer group &amp; individual counseling including: conflict resolution; crisis intervention, class visits &amp; act as a resource for teachers &amp; parents.</p>
<b>At-risk Health-related Services:</b>	<p>The school nurse provides students with their daily medication during the school day. Twenty students are classified as PRN, which means they receive medication as needed. Additionally, the school nurse sees students for first aid and emergencies as needed.</p>

## **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.**

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### **Language Allocation Policy 2010-2011**

In order to strengthen ELL instruction and enable students to meet and exceed language requirements, I.S. 109 has developed a LAP plan that will support and develop ELL students' linguistic, academic and cognitive skills as they move towards English proficiency in all its modalities as well as in the content areas. These goals will be instrumental in helping ELLs move towards meeting the same high expectations and learning standards set for their English speaking counterparts. Development of cognitive academic language proficiency and basic interpersonal communication skills using ESL methodologies and strategies will enable students to reach English language proficiency.

Intermediate School 109Q has three pull-out programs for our beginning, intermediate (360 minutes per week) and advanced students (180 minutes per week). All programs are taught by fully licensed ESL teachers and uphold the requirements of the NYS Standards. Through school and regional staff development meetings our staff correlates instruction between the ESL and content area teachers.

Through differentiated learning techniques, scaffolding, making interdisciplinary connections, which are consistent with content standards, using data which helps in planning for the different learning styles and targeting a group of students on levels one and two for math and ELA, our classrooms reflect a strong collaborative approach in reaching students' goals.

Our students work individually, and/or in small groups to enhance comprehension, grammar, vocabulary, listening, speaking reading and writing skills. The twelve step reading strategies are taught to promote different levels of thinking (Bloom's Taxonomy) through ESL textbooks and various manipulative. Visuals and modeling help promote academic goals. Every classroom has leveled libraries which gives our students choices to express their literary style.

Our extended services help our ELL population pass the State/City Assessments and examinations. We have enrichment programs in Math and ELA which aid in the process of language proficiency, critical thinking, communication skills, positive social actions and cultural awareness.

An essential element of the growth of our school is to include parents in the education of our students. Orientation for parents of newly enrolled ELL's is provided at the start of the school year. All correspondence is distributed in the various languages (Spanish, Haitian Creole, Hindi, etc.) that reflect our school's population. Home Language Identification surveys are used by the ESL teacher to determine if a child is an English language Learner and to learn what parents want instructionally for their children. The survey identifies students who are eligible to take the language Assessment Battery test (LAB-R). Students who score either beginning, intermediate or advanced are eligible to receive ESL services based on NYS legal requirements.

The goal is to facilitate language development while supporting students so they can master grade-level content knowledge. This interdisciplinary standard based approach allows students to meet performance standards and succeed on NYS and NYC assessments. Lastly, the ESL program provides students with opportunities to interact with and learn from their peers who are more proficient in English or who native speakers on a daily basis are. This facilitates their social and cultural competence of life in the United States as well as aides in their progress of achieving native like fluency in English.

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

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

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

**Section I. Student and School Information**

Grade Level(s) 6-8 SE                      Number of Students to be Served: 83 LEP        Non-LEP

Number of Teachers 3                      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

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

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**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.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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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.

1. The languages spoken by the parents are determined primarily in two ways. The way that all of the parents' languages are recorded each year is through emergency cards (blue cards). On this card parents document the languages with which they are most comfortable; both are written and spoken. These cards are printed in both Spanish and in English, and the language of the card that the parent receives is determined by asking the student which languages his or her parent would prefer. The second way that we collect the data of the parents' languages is by completing the Home Language Identification Survey (HLIS). Upon registration into the school, each family is administered the HLIS. This information is used to identify potential ELL students as well as to document the languages that are spoken in our students' homes. Because the home language of a great majority of the homes that do not speak English is Spanish, great efforts are taken to be sure to translate all documents into Spanish.
2. Any documents that need to be translated to another language are outsourced. If the document is one page or less it is then submitted to translation services through the Department of Education website. If the document is more than one page then there are three Department of Education approved translation companies that translate the documents for the school at a fee. A percentage of the school budget is allocated for this purpose.
3. Bilingual teachers, the parent coordinator and other building support staff provide translation for parents when needed (e.g. during parent-teacher conferences). While this is primarily Spanish and Haitian-Creole translation, teachers provide other translations. When it is necessary to communicate with a parent in a language other than the ones spoken by staff at the school, the school utilizes the translation unit that can be accessed by telephone.

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

1. The majority of the non-English speaking parents are Spanish and Haitian Creole speakers. The other major language is Bengali. There are other languages that our families speak, but English, Spanish, and Bengali are the three main languages spoken by large groups of our families. These findings were shared with the parent coordinator and the principal so that accommodations could be made. Since many students at our school speak a language other than English at home (majority Spanish) translation is extremely important. This is articulated through the PTA, Parent Coordinator, and parent requests for translation. Written and oral communication is translated in a timely manner.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - The school routinely provides all written material in English and in Spanish, which are the two overwhelming majority language groups in our school. In addition, in order to communicate specifically with our Bengali speaking families, we utilize the language skills of one of our Bengali speaking staff members as necessary in written communication with these parents. Because we have a high need for translation services, most written language assistance is provided by in house volunteers, such as bilingual teachers.
  - Written translations are made by the multilingual school staff at per session rate. The DOE Translation and Interpretation Unit at 45- 18 Court Square-2<sup>nd</sup> floor, Long Island City, NY 111012 is also contacted to translate school documents being sent home to parents who speak other languages. We provide enrollment packages in the covered languages for parents, including lunch forms, Chancellors Regulations, etc.
  - Oral translations are made by the multilingual school staff on a voluntary basis. We also use the “Language Card”- when trying to communicate with a Non-English speaking parent. We present them with the Language Card. We motion for the parent to point to their native language. Next, 718-752-7373 ext. 4 is called for an interpreter. The situation is explained to the interpreter and the parent is given the telephone receiver to receive the message in their native language.
2. 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 parents with information about the languages available for translation. The school sends home letters to parents in the primary language, Spanish, and in other languages upon request. All parents are provided a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services in their native languages.

**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:	0	583,528	583,528
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	5,838	5,838
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

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

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

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

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

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

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



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Pauline Dorsaint, AP  
Kerry Williams, AP

Karleen Adam-Comrie, AP

Lukia Naraine, AP  
Linda Jones, AP

### ***School Parental Involvement Policy 2010-2011***

#### **Jean Nuzzi Intermediate School 109 agrees to implement the following requirements:**

- a. The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- b. The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA and includes as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- c. The school will incorporate this parental involvement policy into its school improvement plan.
- d. In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable in a language parents understand.
- e. The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of Title 1, Party 154 funds reserved for parental involvement is spent.
- f. The school will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:
- g. Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities ensuring:
  - i. That parents play an integral role in assisting their child's learning.
  - ii. That parents are encouraged to be actively involved in the child's education at school.

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

**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.



Jean Nuzzi Intermediate School 109  
 213-10 92<sup>nd</sup> Avenue Phone (718) 465-0651  
 Queens Village, NY 11428 Fax: (718) 264-1246  
 The Time is Now, It's Time to Shine at 109!  
 Miatheresa Pate-Alexander, Principal

Pauline Dorsaint, AP  
 Kerry Williams, AP

Karleen Adam-Comrie, AP

Lukia Naraine, AP  
 Linda Jones, AP

### School-Parent Compact 2010-2011

**Jean Nuzzi Intermediate School 109 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.
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on November 17, 2008 and February 2009.
3. Provide parents with frequent reports on their children's progress. Specifically, IS 109 will provide four Standards Based Report Cards annually, three interim at-risk parent support information nights and other individual updates as requested by the parents or deemed necessary by the school.
4. Provide parents reasonable access to staff. In addition to parent teacher conferences, parents will; be able to call the school or send notes with their children to set up meetings with an individual teacher or groups of teachers. Additionally, parents can meet with the Parent Coordinator at any time to discuss their student's progress.

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities. I.S. 109's Parent Coordinator offers multiple monthly events for parents to gain additional skills, volunteer within the building and go on community-building excursions. Additionally, classroom teachers often recruit parents for chaperoning field trips.

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

**Parent Responsibilities**

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

1. Monitoring attendance-Make sure our child arrives at school by 8:00 am daily.
2. Making sure that homework is completed
3. Monitoring amount of television their children watch
4. Volunteering in my child's classroom
5. Participating, as appropriate, in decisions relating to my children's education
6. Promoting positive use of my child's extracurricular time
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. Serving, to the extent possible, on policy advisory groups.
9. Attend parent-teacher conferences and contact the school as needed about our child's progress.
10. Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.

\_\_\_\_\_  
School

\_\_\_\_\_  
Parent (s)

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## 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.

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. Section IV: pages 11-15

1. 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.

- Section VI: pages 17-19
- Appendix 1 Part B page 22

2. Instruction by highly qualified staff. 88.7% of teachers are highly qualified

- Page 8

3. 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.

- N/A

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

- Career Fairs
- Support from the CFN 533-cei-pea

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

- Parents will be involved in the planning, reviewing and improvement of the Title I Program, join planning and design of programs in such ways as:

- Surveys
- Conferences
- Annual Meeting
- P.A./S.L.T Meeting
- Use of School Messenger
- Parent Compacts

6. 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

7. 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.

- Section III-part A, Section IV, Section V, Appendix 1

8. 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.

- Appendix 1

9. 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.

- The Administrative Team will attend training workshops
- The Administrative Team will turn key workshop information to community stakeholders via PTA meeting, staff conferences, Student Town Hall meetings
- The Administrative Team will enlist the support of the district representatives and CFN 533 (cei-pea)
- SAPIS liaison will conduct student workshops

## 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” <sup>1</sup> 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 <sup>2</sup> 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			✓		✓	
Title I, Part A (ARRA)	Federal	✓			577,693		
Title II, Part A	Federal			✓		✓	
Title III, Part A	Federal	✓			TBD		
Title IV	Federal						
IDEA	Federal						

**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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local	✓			4,172,655	✓	
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**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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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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.

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: 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.)

While we recognize that the number of Students in Temporary Housing is transient, as of October 31, 2010, there are \_\_\_ Students in Temporary Housing.

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

We provide attendance Incentives as we do for all students. Via the Parent Coordinator's office, they are provided with supplies (book bags and other school supplies) as necessary and families are provided with services, such access to canned goods and computer use. We continually monitor these students' situations in order to determine whether the students and/or families are in need of any further services.

In addition, we have McKinney-Vento Homeless Assistance Act posters throughout the school to ensure that students and parents are aware of their rights.

**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**

<b>School Name:</b>	Jean Nuzzi Intermediate School					
<b>District:</b>	29	<b>DBN:</b>	29Q109	<b>School</b>		342900010109

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.5	93.3	91.8
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		94.8	94.3	93.8
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	355	343	353	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	420	377	362		50.6	65.5	65.5
Grade 8	492	422	393				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	18	27
Grade 12	0	0	0				
Ungraded	2	1	0	<b>Recent Immigrants - Total Number:</b>			
Total	1269	1143	1108	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					27	28	3

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	56	62	49	Principal Suspensions	47	55	51
# in Collaborative Team Teaching (CTT) Classes	34	34	30	Superintendent Suspensions	30	41	12
Number all others	66	66	58				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	93	78	75
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	20	21	14
# receiving ESL services only	101	87	TBD				
# ELLs with IEPs	2	17	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	2	1	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	2	30	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
				% more than 2 years teaching in this school	61.3	78.2	90.7
				% more than 5 years teaching anywhere	61.3	73.1	78.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	82.0	86.0	90.7
American Indian or Alaska Native	1.3	1.7	4.1		79.3	88.7	86.1
Black or African American	48.1	43.6	36.6				
Hispanic or Latino	21.1	21.9	23.3				
Asian or Native Hawaiian/Other Pacific	27.8	30.4	32.1				
White	1.5	2.4	2.4				
<b>Male</b>	52.2	52.1	51.9				
<b>Female</b>	47.8	47.9	48.1				

#### 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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v					
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	42.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	4.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN533</b>	District <b>29</b>	School Number <b>109</b>	School Name <b>Jean Nuzzi</b>
Principal <b>Miatheresa Pate-Alexander</b>		Assistant Principal <b>Lukia Naraine</b>	
Coach <b>Bertha Cuascut- ESL Coach</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Allison Rothburd- Advanced ESL</b>		Guidance Counselor <b>Ms. Lowe &amp; Ms. Goodison</b>	
Teacher/Subject Area <b>Evelyn Sanz-Beginning ESL</b>		Parent <b>N/A</b>	
Teacher/Subject Area <b>Juliette Charles-Pierre- Inter</b>		Parent Coordinator <b>Arketa Sherron</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Nancy Ramos</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1127</b>	Total Number of ELLs	<b>86</b>	ELLs as Share of Total Student Population (%)	<b>7.63%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Response for questions 1-6

The school has a ELL's committee consisting of four licensed ESL teachers, guidance counselors, family worker, parent coordinator, pupil secretary, school aide, assistant principal and principal who are responsible for all issues concerning our ELLs students. I.S. 109 currently has a three tier (beginning, intermediate, and advanced) free-standing ESL program which currently supports 86 students. The school does not presently require a bilingual program, but does provide English as a Second Language (ESL) instruction. Four licensed ESL teachers provide ELL students with high quality instruction. We strive to support parents in making educated decisions about their childrens placements. We ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). When a parent registers a child, the parent is provided with a one-on-one conference with the ELL Coordinator, a certified ESL teacher and the Parent Coordinator. At this meeting, parents are informed of their options. Parents are provided with materials about each program in their home language. At this meeting, parents are informed that their child has the right to placement in a bilingual class if there are sufficient numbers of entitled students with the same home language and consecutive grade. At this meeting, parents are encouraged to ask questions regarding their options. Parents are provided with the Home Language Identification Survey (HLIS) and Program Selection Form in their native language. According to a review of Home Language Surveys, the program of choice selected by parents has routinely been ESL. We utilize our SchoolMessenger system to ensure that all forms are returned.

One of our certified ESL teachers is responsible for conducting the initial screening to identify students who may be English Language Learners. They will work with the parents to conduct an informal oral interview in English and in the native language. They then administer the Language Assessment Battery Revised (LAB-R). The Language Allocation Policy Team works to evaluate all students' NYSESLAT data. The areas of listening, speaking, reading, and writing are analyzed. The areas of strengths and weakness are then identified. The team then makes a recommendation for student placement.

Any documents that need to be translated to another language are outsourced. If the document is one page or less it is then submitted to translation services through the Department of Education website. If the document is more than one page then there are three Department of Education approved translation companies that translate the documents for the school at a fee. A percentage of the school budget is allocated for this purpose. Bilingual teachers, the parent coordinator and other building support staff provide translation for parents when needed (e.g. during parent-teacher conferences). While this is primarily Spanish and Haitian-Creole translation, teachers provide other translations. When it is necessary to communicate with a parent in a language other than the ones spoken by staff at the school, the school utilizes the translation unit that can be accessed by telephone.

## Part III: ELL Demographics

### A. ELL Programs

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

- |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |                                     |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/>            |
| <input checked="" type="checkbox"/> |
| 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	64	Special Education	13
SIFE	8	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	16

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"/> 0
Dual Language	<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
ESL	<input type="checkbox"/> 64	<input type="checkbox"/> 7	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/> 9	<input type="checkbox"/> 86
Total	<input type="checkbox"/> 64	<input type="checkbox"/> 7	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/> 9	<input type="checkbox"/> 86

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

### C. Home Language Breakdown and ELL Programs

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

**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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	9	10					32
Chinese							0	0	0					0
Russian							0	2	3					5
Bengali							0	3	3					6
Urdu							0	0	0					0
Arabic							0	4	16					20
Haitian							4	1	3					8
French							1	0	0					1
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							5	3	6					14
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>22</b>	<b>41</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>86</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Response for question 1-4

Intermediate School 109Q has three pull-out programs for our beginning, intermediate (360 minutes per week) and advanced students (180 minutes per week). All programs are taught by fully licensed ESL teachers and uphold the requirements of the NYS Standards. Through school and regional staff development meetings our staff correlates instruction between the ESL and content area teachers.

In the content areas, ESL students receive additional support from the ESL specialist who employs small group instruction in order to differentiate for the second language learners. All content area instruction is delivered in English.

The content area teachers of English Language Learner students utilize a variety of instructional approaches to support students' understanding of vocabulary. Leveled classroom libraries are used to support the ELL students in the content area classrooms. In the content areas, ESL students receive additional support from the ESL specialist who employs small group instruction in order to differentiate for the English Language Learners. The ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a minilesson, an active engagement, a work period, and a closing. The Intermediate and Advanced ELL students work through author and genre studies. The beginning ELL students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. ESL teachers also use the content area curriculum pacing guides to support their instructional unit planning.

Classroom instruction will implement authentic reading, writing, listening and speaking activities, in order to prepare the students for the NYSESLAT exam. Students will also be immersed in writing across genres: poetry, narratives, persuasive, etc. In addition, a portfolio will be compiled for each child. The ESL teachers' goal is to individually personalize the instruction to meet the needs of each student. The Extended Day School Program for Beginners, Intermediate and Advanced ESL students take place from 2:08 P.M. to 2:57 P.M. Monday-Wednesday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We further differentiate instruction by scaffolding and making interdisciplinary connections, which are consistent with content standards, using data which helps in planning for the different learning styles and targeting a group of students on levels one and two for math and ELA. Our classrooms reflect a strong collaborative approach in reaching students' goals.

#### SIFE Plan for Instruction

SIFE students are students with interrupted formal education. Many SIFE students need improvement with basic literacy skills such as the alphabet. When planning lessons, the ESL teacher targets in on the alphabet, simple words, and visuals to support the ELLs to acquire English Language proficiency. In addition, the ESL teacher incorporates the strategies that encourage the SIFE students to acquire listening, speaking, reading, and writing skills in English. All SIFE students receive the necessary help via our free standing ESL program. The instructional plan uses ESL strategies such as exaggerated gestures, repetition, slow speech, visuals and analyzing reading material to make it easier to comprehend.

#### Instructional Plan for Newcomers

ELLs in US schools less than three years receive the necessary help in listening, speaking, reading and writing in English. Assessments such as the LAB-R, NYSESLAT and ESL periodic exams continually allow us to examine student achievement and progress. Additional help is then given according to individual needs and is differentiated by such. The ESL program, as well as guiding ELLs in acquiring English, also helps to prepare them for the ELA exam. Strategies such as note-taking, listening skills and reading comprehension are focused upon. The extra guidance in ELA test prep using effective ESL strategies allows for the ELLs to get the instruction they need to help them succeed. IS 109 also has a 'Newcomer' program that is designed for recent immigrants who have little or no English proficiency. The program is offered in the morning for a twenty week timeframe for 1 hour a day. The Newcomer program focuses on:

1. Intensive English development and literacy instruction
2. Intensive vocabulary development

The before school program services 13 students in grades 6-8. The program runs from October to May and is offered Monday-Thursday from 7:00am-8:00am from October 2009 to May 2010, a total of 30 weeks. The program instructor is a certified ESL Teacher who provides instruction in English. The purpose of the before school program is to help our students work individually and/or in small groups to enhance comprehension, grammar, vocabulary, listening, speaking, reading and writing skills. The twelve step reading strategies are taught to promote different levels of thinking (Blooms Taxonomy) through ESL textbooks and various leveled libraries which give our students choices to express their literacy style. Additionally, during the morning program we utilize our newly adopted Rosetta Stone program which helps the students develop their command of the English Language. From the simple to the complex, they gain the confidence to share their ideas and opinions in English.

#### Instructional Plan for ELLs with 4-6 years

Ells receiving services for four to six years receive ESL instruction according to their levels on the NYSESLAT and ELL periodic exams. The levels of the four modalities: listening, speaking, reading and writing are analyzed. According to the levels of Beginner, Intermediate, Advanced, or Proficient, students then receive the required necessary attention to help them achieve the skills they may still be lacking. The goal is to help ELLs achieve English Language proficiency in all modalities. Once the ELLs achieve proficiency, they test out of the

ELL program and then receive transitional services.

**Instructional Plan for ELLs with over 6 years**

Long term ELLs are those ELLs that have completed six, full years of ESL servicing. These students receive extra attention in reading and writing skills. Having completed so many years in the program, they perform well in listening and speaking. Using the ELL periodic exams and NYSESLAT score, modalities that present challenges to students are those targeted for instruction. We additionally analyze if a learning disability is involved with an ELL child and work with the child using multi-sensory learning and techniques including instructional technology. At times, the second language is used to support concepts and language learning where feasible and necessary. The ELLs are encouraged to acquire English language skills and attain learning standards. The plan for long-term ELLs is to target literary areas that need improvement. Instruction is differentiated for all ELLs on the classroom and ESL teacher levels. Teachers drill down on specific needs and create student goals for ELLs centered on those needs. The plan for ELLs identified as having special needs is to consider those needs when planning lessons to teach them more effectively. Giving special education ELLs extra attention helps to increase student achievement. The plan for students who are reaching proficiency on the NYSESLAT is to continue to help them focus on areas such as reading and writing. Once the areas are addressed, there should be an increase in proficient students.

**ELLs with Special Needs**

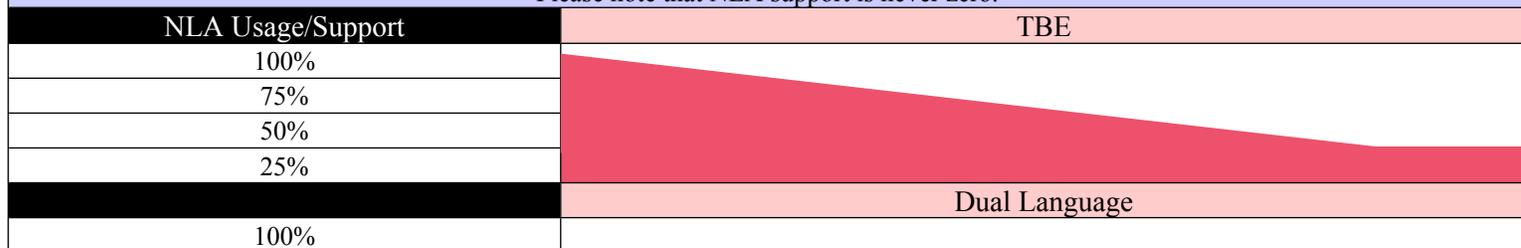
ELLs identified as having special needs require help in Acquiring the English language. As with other ELLs, the assessment results of the ELL periodic exam, the NYSESLAT and LAB-R help to determine where special need ELLs require the most support. IEP goals additionally give insight into the needs of an Special Ed ELL. Between the information from the exams and the annual review/triennial testing for a special needs ELL, these students receive support for their learning disability and language acquisition. Lessons are modified accordingly.

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

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

**Native Language Arts and Native Language Support**

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

## 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?

Response to questions 5-14 here

### Targeted Interventions for ELLs

All intervention available to our general population are also available to our ELL students. Please refer to Appendix 1, Part B for all interventions on all levels in all content areas.

### Explanation of Transitional Support for ELLs Attaining Proficiency

The plan for transitional support for those ELLs attaining proficiency is to continue providing supports to these students through AIS services with push in/pull out/afterschool/extended day services.

### Afterschool and Supplemental Services for ELLs

Please see Instructional Plan for Supplemental Services to ELL students CEP.

### Description of Activities to Assist Newly Enrolled ELLs Before the Beginning of the School Year

For the students identified as ELLs enrolled prior to the beginning of the school year, we host an orientation meeting for parents and children. Oftentimes, however, newly admitted ELL children do not enroll until September when school begins. Rarely do we have ELL children list noticed from programs in the area.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here: N/A

## D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Staff development is ongoing throughout the year. We are an Empowerment School, which allows staff to receive professional development sessions offered by the network, that set goals and guide curriculum. In addition to the support, the staff will participate in Q-TEL workshops and the Math protocol workshops. The ELL Coordinator provides professional development as well as modeling of best practices. All staff members also participate in content area professional development throughout the school year facilitated by department heads.

The Administrative Team provides a weekly PD series for teachers (ESL teachers and classroom teachers) after school once a month on Thursday from 2:08-2:57pm. The topics vary to allow teachers to select specific sessions based on individual needs.

- Understanding the needs of the ELL's student- January 2010
- Building vocabulary skills for ELL's students-February 2010
- Enhancing comprehension skills of ELL's students-March 2010
- Understanding the ELL's promotion criterion -April 2010

The ELL Coordinator works with individual teachers that teach the classes with a high concentration of ELL students to hone their craft by making accommodations to help ELL students. In addition, the four ESL teachers work with teachers by forming cluster groups, observations and debriefing sessions to help these teachers differentiate to make the content assessable to ELLs. Teachers are also provided with resources to support students as they prepare to transition to high school, ie How To Get Good Grades pamphlet.

Teachers are also given the opportunity to participate in PDs offered by the DOE provided through BETAC and OELL. They are then encouraged to turn-key information in department meetings and/or grade level meetings, whichever is more appropriate.

## E. Parental Involvement

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

Paste response to questions 1-4 here

To increase parent and community participation, ELL parent workshops will be held. ELL agencies will be contacted and invited to provide workshops to bring awareness to the parents of the many programs throughout NYC that can help them to become English proficient. They will also learn how to navigate themselves throughout the city and the public education system. The goal, as identified by our parent surveys, is for parents to be able to improve their knowledge of the NYC public school system, in order to support their children.

We have newly partnered with the Adult Learning Program in order to offer parent ESL classes at night. This program will be offered two nights per week. The ESL program provides English as a Second language (ESL) classes to parents and the community who speak foreign languages and want to learn or improve their English language speaking, listening, reading and writing skills.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0

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

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

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

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

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
English		Native Language	English	Native Language

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

practices, or lack thereof, more specifically why 44% of our ELLs are able to obtain proficiency in listening/speaking, while only 9% of these same ELLs students are proficient in reading/writing. The data also informs us that teachers are in need of professional development around the topic of teaching students how to read and write. We will reassess the materials that teachers utilize in the classroom and we will also utilize more concrete observation strategies for assessing best practices in the ELLs classroom. Finally, we will reshape the professional development offered to ELLs teachers.

IS 109 administration uses the results of student examinations in three ways: 1) to conduct observations, formally and informally, 2) to prepare and conduct professional development, and 3) to make budget decisions. We utilize the results of our Periodic Assessments to identify students' strengths and weaknesses in language acquisition and development. We then determine how to instructionally support students based on their results.

IS 109 evaluates the success of our ELLs by the outcome of our school wide accountability (AYP). We also look at trends and shifts in formal and informal observations.

### Additional Information

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

Paste additional information here: N/A

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other <u>ESL Teacher</u>		
	Other <u>ESL Teacher</u>		
	Other		
	Other		