



IS 126
ALBERT SHANKER SCHOOL FOR VISUAL AND PERFORMING
ARTS

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 30Q126

ADDRESS: 31-51 21ST STREET, LIC, NY 11106

TELEPHONE: 718-274-8316

FAX: 718-278-6512

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....7

SECTION IV: NEEDS ASSESSMENT.....11

SECTION V: ANNUAL SCHOOL GOALS.....14

SECTION VI: ACTION PLAN.....15

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....38

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....39

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....41

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....48

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....52

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....64**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....67

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....68

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....70

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 30Q126 **SCHOOL NAME:** Albert Shanker School for Visual and Performing Arts

SCHOOL ADDRESS: 31-51 31st street LIC, NY 11101

SCHOOL TELEPHONE: 718-274-8316 **FAX:** 718-278-6512

SCHOOL CONTACT PERSON: Alexander Angueira **EMAIL ADDRESS:** aanguai@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Bridgette Edwards/Georgia Butler

PRINCIPAL: Alexander Angueira

UFT CHAPTER LEADER: Edwin Hernandez

PARENTS' ASSOCIATION PRESIDENT: Pamela Tello

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: John O'Mahoney

SUPERINTENDENT: Dr. Phillip Composto

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Alexander Angueira	*Principal or Designee	
Edwin Hernandez	*UFT Chapter Chairperson or Designee	
Pamela Tello	*PA/PTA President or Designated Co-President	
Georgia Butler	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Annabelle Rodriguez	Member/ Parent	
Frank Murphy	Member/ Teacher	
Steph Linardic	Member/Teacher	
Traci Peterson	Member/Teacher	
Bridgette Edwards	Member/Teacher	
Michele Badal	Member/Parent	
Joanna Rivera	Member/ Parent	
Benjamin Zibit	Member/ Parent	
Georgia Butler	Member/ Parent	

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.

Intermediate School 126 is located in a working class neighborhood of Long Island City, Queens. It is situated between three major city housing projects, Astoria Houses, Ravenswood Houses, and Queens Bridge Housing Development. We are a 6-8 middle school which serves a population of approximately 630 students. Our administration consists of our Principal and three Assistant Principals.

Mission:

We provide a safe learning environment where all students are held accountable and reach high levels of academic achievement. We value open communication between parents, students, and teachers. Our school fosters a spirit of lifelong learning and establishes a community of productive citizens. We promote intellectual curiosity and creative thinking where the entire community, the arts, and all cultures are valued.

Vision:

Through the use of positive behavior interventions and assertive discipline we will make our students secure and safe. In addition, by providing team building for staff, students, and parents, open communication will become an integral part of our community. Our school fosters success through exemplifying diverse life accomplishment. Our students are provided with rigorous curricula, instruction, and assessment aligned with the State Standards while being immersed in the arts. Professional development for parents and teachers is the means to improving instruction and growth for our entire community.

Currently IS 126 follows the NYC core curriculum which is a standards-based, research based academically rigorous curriculum that is in alignment with NYSED Commissioner's Regulations. Instructional practices emphasize the work shop model of instruction, which includes a mini-lesson, work period, and closing. We have a focus on student engagement and the differentiating of instruction for all our students. The school has implemented Writing Matters and Balanced Literacy in the ELA classroom.

IS 126 offers a rich afterschool program through our SES program and our partnership with Jacob Riis. By partnering with Jacob Riis we are able to offer our students Sports and Arts programs everyday from 3-5. We also have a partnership with City Year which allows us to provide mentoring and other social and academic help to all our students.

Strengths:

- I.S. 126's talent department works with outside organizations and bring artists in all of the disciplines to residence. Our culminating activities of performances are three times a year, inviting parents, and community to join in the festivities.

- We have always been an advocate of using Bloom's Taxonomy and utilizing the theory of Multiple Intelligence to improve on our students' higher order thinking skills, and these practices are incorporated throughout the arts. This is an excellent way to promote diversity and an appreciation for all cultures.
- We offer a wide variety of programming to all students, such as
 - CHAMPS recreational program
 - Career Day
 - Student Senate
 - Advisories
 - Math Olympiads for Enrichment
- Through our last RESO A grant we will have a Smart Board in every classroom by the February 2011.
- We provide AIS services through the REWARDS and Achieve 3000 programs.
- We offer Regents Science and Math classes to our accelerated students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Albert Shanker School for Visual and Performing Arts				
District:	30	DBN #:	30Q126	School BEDS Code:	3430000010126

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					89.2	91.8	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					91.9	93.3	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	199	193	227	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	220	202	193		83.3	81.6	90.8		
Grade 8	226	228	203						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					9	22	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	646	623	625		23	28	5		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	51	56	59	Principal Suspensions	107	224	TBD		
No. in Collaborative Team Teaching (CTT) Classes	51	58	50	Superintendent Suspensions	74	65	TBD		
Number all others	33	30	32						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	8	9	9	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	86	107	106	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	20	11	48	(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	60	53	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	13	14	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	5	TBD
	8	4	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	0.5	0.8	1.0	Percent more than two years teaching in this school	81.7	88.7	TBD
Black or African American	18.7	20.4	20.0	Percent more than five years teaching anywhere	63.3	75.5	TBD
Hispanic or Latino	56.2	56.7	55.7				
Asian or Native Hawaiian/Other Pacific Isl.	18.0	14.9	14.9	Percent Masters Degree or higher	90	94	TBD
White	6.7	6.9	7.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.7	94.4	TBD
Multi-racial							
Male	52.9	53.0	54.1				
Female	47.1	47.0	45.9				

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

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 type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
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:	√	Math:	
	Science:	√	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	√	√					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Other Groups							
Students with Disabilities	x	√					
Limited English Proficient	x	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	8	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	81.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.4	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	23.9	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	44.1	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

NCLB/SED Accountability: Based on our 2008-2009 Accountability and Overview Report (Annual School Report Card), our school is identified as a Restructuring Advanced Focused school for Elementary/Middle Level English Language Arts for Students with Disabilities and Limited English Proficient. For the 2007-2008 school year, our school was identified in ELA for the Hispanic/Latino student group. Therefore, our needs assessment in ELA will summarize trends in ELA for SWD, LEPs and Hispanic/Latino student groups.

Aids and Accomplishments

The staff and administration at I.S. 126, The Albert Shanker School for Visual and Performing Arts are a highly qualified group of dedicated professionals continually striving to improve the learning environment and conditions of the school. Between 2006 and 2008, I.S. 126 received an overall Quality Review rating of "Proficient". We had also received "Proficient" ratings in all five "Quality Statements". In 2008-2009, I.S. 126 received "underdeveloped with proficient features" based on a new and more rigorous Quality Review rubric. For the 2009-2010 Quality Review's overall evaluation, I.S. 126 received a "Proficient" rating. We also received a "Proficient" rating in all five "Quality Statements".

The latest Quality Review has determined that I.S. 126 "collaborates successfully with community-based organizations to integrate youth development services that support and accelerate students' academic and personal growth". I.S. 126 has successfully collaborated with St. John's University's GEAR UP program which encourages students to prepare for and consider their future. We have also collaborated with the CITY YEAR program teaming college graduate volunteers with classroom teachers. The initiative and partnership was so successful that I.S. 126 has become a City Year model school for the 2010-2011 school year. The City Year team will expand significantly.

The Quality Review also determined that "School leaders and faculty regularly collect a wide range of assessment data across all subject areas. Data is collected and analyzed to improve student performance. "Data Dives" are done to identify strengths and weakness of both individuals and groups of students.

According to the Quality review, I.S. 126 "leaders make effective strategic decisions to address identified challenges, and establish a safe and respectable learning environment." The school has

created a partnership with CITY YEAR to address attendance related issues. CITY YEAR members are partnered with teachers in the classrooms and provide additional support in the hallways traveling with their respective classes.

Furthermore, the Quality Review concluded that “the principal has created a learning community that is well-focused on student outcomes, with a vision to continue to accelerate student learning”. Ninety percent of the teachers meet regularly in teacher teams to analyze data and improve learning outcomes. Teachers share action plans and effective lessons. The school goals and action plans are also shared to support student learning and performance.

Performance Trends

Prior to the 2009-2010 Progress Report, I.S. 126 has seen an upward trend on our Progress Report. In 2006-2007, we received a “C” rating. For 2007-2008, our rating increased to a “B”. In 2008-2009, I.S. 126 received an “A” on our progress report. As it has been the city-wide trend, our 2009-2010 Progress Report grade has gone down. On our 2009-2010 Progress Report, I.S. 126 received an overall grade of “C”. We are a very strong “C” with an overall score of 41.4 we missed a “B” by 1.2.

Prior to 2008-09 IS 126 was identified as a Restructuring School. Based on the 2008-09 data the School was identified as a Restructuring Focused Advanced School. The focus is our SWD and ELL students who have not made AYP in ELA. In 2009-10 we went through a JIT review.

In 2009-2010, there was a citywide decline ELA in the number of students at levels 3 & 4 in ELA. In 2009-2010, 26% of our students are at proficiency levels of 3 & 4 down from 55% in 2008-2009. In 2009-2010, the median student proficiency scores have gone down to a 2.5 from 3.0 in 2008-2009.

In 2009-2010, the citywide trend in Mathematics has been a decline in the number of students performing at levels 3 & 4. In 2009-2010, 35% of our students scored a level 3 or 3 down from 71% in 2008-2009. In 2009-2010, the median student proficiency scores have gone down to a 2.65 from 3.37 in 2008-2009.

After conducting our needs assessments, the SLT found that our ELL and Special Education students did not make AYP this year. As a result we decided to make performance in ELA for these two subgroups a priority for the 2010-2011 school year. In 2009-2010, 4% of ELL students scored a 3 & 4. In 2008-2009, 21% of ELLs scored a 3 or 4 meeting proficiency requirements. In 2009-2010, 4% of our SWD students scored between a 3 & 4 in ELA compared to 19% in 2008-2009.

After conducting our needs assessments, the SLT found that our Special Education students did not make AYP in Math this year. As a result we decided to make performance in Math for this subgroup a priority for the 2010-2011 school year. In 2009-2010, 7% of SWD students scored between a 3 & 4 in Mathematics compared with 32% in 2008-2009.

Barriers to School Improvement

The 2009-2010 Quality Review report states that I.S. 126 needs to “align the curriculum to State standards to engage a variety of learners with different needs”. The school needs to offer a second language to meet the state mandates. Furthermore, I.S. 126 needs to provide “a comprehensive curriculum to fully engage and address the various learning needs of all children.”

As of the 2010-2011 school year we now offer Spanish as a second language.

The Quality Review also states that I.S. 126 must develop interim goals and benchmarks for all action plans so progress can be measured and evaluated. These goals should be re-visited and adjusted. The school must consistently monitor progress in “reaching goals for all students”.

Interim goals and benchmarks will be added to the 2010-2011 C.E.P. action plans. We have created more common planning time for teachers to meet and develop interim goals and benchmarks in all subject areas. Our newly adapted Writing Matters and Achieve 3000 programs also provides these benchmarks for our all students.

According to the Quality review, instructional practices and lessons need to be more rigorous and challenging. Even though lessons are differentiated, students are sometimes unchallenged.

We have addressed this by making rigor an instructional focus for the year. I have made changes in our supervisory roles and all observations this year will focus on rigor. Teacher teams were also given more planning time to develop a rigorous curriculum.

Parental involvement continues to be a barrier to the improvement of I.S. 126. Although parents are given a multitude of opportunities to meet with teachers, they are not provided with enough workshops or services. Parent-teacher conferences often do not have a significant turnout.

Our 2010 Quality Review indicates that school leaders clearly communicate school goals and action plans which result in the school community working together effectively to support student learning. The school consistently uses newsletters, the school messenger phone program, progress reports and emails to notify parents, students and staff of the instructional plans and practices that inform the school's direction.

Our 2010 Quality Review indicated that we needed to establish processes to involve teacher teams in a range of whole-school planning through a more strategic approach to distributed leadership.

We have addressed this by establishing teacher teams early in the school year and spending time on the protocol for teacher teams. Our CFN is also working with us to provide PD on effective teacher teams for our staff.

JIT Recommendations

- The school should implement instructional programs that support the needs of ELLs and students

with disabilities by providing opportunities for differentiated groups.

- AIS programs should provide explicit instruction in reading comprehension skills using leveled materials in small groups.
- Deficiencies in the school programs (*Writing Matters*, etc.) should be identified and school-wide curriculum maps should be created to enhance the programs. Reading and the skills that support a rigorous reading curriculum should be explicitly taught.
- In ICT classes the subject (content area) teacher should oversee planning and delivery of instruction so that students receive effective content area instruction.
- The Principal should ensure that the library program is a rigorous, well-managed program with clear expectations. The school should obtain a variety of appropriate leveled materials for all students, including students with disabilities and ELLs.
- Explicit PD should be provided by the school experts regarding the following: keeping on-going running records, conferring notes, and checklists to track student progress. This should be in addition to using Acuity and Scantron

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.

Goal	Description
<u>Goal # 1:</u> By June 2011, there will be a 7% increase in the percentage ELLs meeting proficiency or higher in ELA as measured by the New York State ELA assessments.	After conducting our needs assessments, the SLT found that our ELL students did not make AYP this year. As a result we decided to make performance in ELA for this subgroup a priority for the 2010-2011 school year.
<u>Goal # 2:</u> By June 2011, there will be a 7% increase in the percentage SWD meeting proficiency or higher in ELA as measured by the New York State ELA assessments.	After conducting our needs assessments, the SLT found that our SWD students did not make AYP this year. As a result we decided to make performance in ELA for this subgroup a priority for the 2010-2011 school year.
<u>Goal # 3:</u> By June 2011, there will be a 6% increase in the percentage Students With Disabilities (especially Integrated Co-Teaching - ICT and Special Education Teacher Support Services (SETTS)) meeting proficiency or higher in Mathematics as measured by the New York State Mathematics assessments.	After conducting our needs assessments, the SLT found that our Special Education students did not make AYP in Math this year. As a result we decided to make performance in Math for this subgroup a priority for the 2010-2011 school year.
<u>Goal # 4:</u> By June 2011, our Parent Involvement will increase by 40% as measured by attendance at PTA meeting and Wednesday Workshops.	After conducting our needs assessments, the SLT found that our teachers felt that parent engagement is very low. We decided to increase parent engagement in their child’s education through our student agenda books.
<u>Goal # 5:</u> By June 2011, there will be a 20% decrease in the number of Level 1-5 classroom incidents as measured by the 2010-2011 OORS system. This will reduce us by 30 incidents from 154 to 124.	After conducting our needs assessments, the SLT found that there was an increase in classroom incidents from 2009 to 2010. We also found that Learning Environment Survey indicated a decrease in teachers feeling safe in the building.
<u>Goal # 6:</u> By June 2011, the number of students that are chronically absent will be reduced by 20% from 100 students in June 2010 to 80 students in June 2011.	Our school was identified as one of 25 schools to participate on the Mayor’s Inter-Agency Task force in order to reduce chronic absenteeism.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA for ELL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 1: By June 2011, there will be a 7% increase in the percentage ELLs meeting proficiency or higher in ELA as measured by the New York State ELA assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Actions/Strategies/Activities: Professional Development:</u></p> <ul style="list-style-type: none"> • Revise one ELA unit of study that is aligned with Common Core State Standards with scaffolds for ELLs. • All ELA teachers who teach ELLs will be offered training on implementing Writing Matters in their classroom. The training will be offered by Writing matters’ consultant and our own coach. • Teachers will continue to meet as teacher teams and use data to differentiate instruction. • All ELL teachers will be offered PD on the use of interim assessments as a tool for monitoring student progress and revising curriculum to meet the needs of their students; the use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; and further development of inquiry as teams of teachers. • Workshop Wednesdays will be utilized to offer support for our ELL parents. • PD will be provided for all teachers implementing Achieve 3000 and REWARDS. • Our Writing Matters external consultant will work with our ELL teachers 2x a week to assist them with modifying and implementing our ELA curriculum. <p><u>Target Population(s):</u> All Teachers including teachers servicing ELLs <u>Responsible Staff Members:</u> Assistant Principals for ELL department, Staff Developers (internal and external), Deans and Safety and Discipline Sub Committee <u>Implementation Timeline:</u> September – May 2011</p> <p>-----</p>

Actions/Strategies/Activities: Instructional Program

- ELA instruction for all ELLs will be given by a highly-qualified, licensed ELA teacher and an ESL teacher using the co-teaching model in the 8th grade.
- Our AIS teacher will use the *Rewards* program with selected ELL students at least 5 times a week.
- Our SES program will provide after school classes for our ELL population using the Achieve 3000 program.
- All ELL students will be programmed into our computer lab 2x a week to receive individualized instruction with the Achieve 3000 program.
- ELL students will be identified and programmed for our pull-out ELL program as per State mandates.
- Per session funding will be used to offer after school assistance to our ELL population.
- 37.5 minutes will be utilized to provide ELA instruction to targeted ELL students.
- ELL teachers will be placed on teacher teams, which will meet once month with a Writing Matters consultant to assist them with implementing the revised ELA pacing calendar for their ELL and SWD.
- Translation/interpretation services will be provided to ELL parents attending school meetings, and for all school documents.
- Teachers will use our ECHALK website to post assignments and projects for all parents to look at.

Target Population(s): All teachers servicing ELL students and all ELL students.

Responsible Staff Members: Administration, Literacy Coach, Writing Matters Coach, CFN

Implementation Timeline: September – May 2011

Monitor and Revise:

Intervals of Monitoring and Revision:

- **November 2010:** 1st Achieve 3000 test to determine lexile levels. ACUITY ITA to set benchmark. Writing Matters benchmark exams will also be administered to set baseline.
- **January 2011:** 2nd Achieve 3000 exam will be administered to monitor progress of lexile levels. Predictive exam will be administered to determine student readiness for ELA exam. Writing Matters Editorials will be marked, and results will be compared to baseline in order to see progress on Writing Process.
- **February 2011:** 3rd Achieve 3000 exam will be administered to monitor progress of lexile levels. 3rd ACUITY exam will be administered to determine student readiness for ELA exam. Writing Matters Journalistic Feature Writing Articles will be marked, and results will be compared to baseline in order to see progress on Writing Process.

	<ul style="list-style-type: none"> • May 2011: Final 3rd Achieve 3000 exam will be administered to monitor progress of lexile levels. Writing Matters Response to Literature will be marked, and results will be compared to baseline in order to see progress on Writing Process.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>PS and/or OTPS Funding Sources:</u> <i>As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</i></p> <ul style="list-style-type: none"> • <i>Supervisor per session (2 days per week)- Title I</i> • <i>Professional instructional materials to support interdisciplinary curriculum development during the regular school day. - Contract for Excellence</i> • <i>Consumable instructional materials for use during extended day programs. – FSF and Title III Teacher per session (2 days per week) for after school programs and differentiated professional development - Title I ARRA Funds</i>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September 2010:</u> <i>Discussions and teacher surveys about their use of the above mentioned assessment tools. Initial examination of the student data in the data room to create an awareness of students most in need of support.</i></p> <p><u>Instrument of Measure:</u> <i>ARIS, Acuity, Achieve 3000 and Teacher created assessment.</i></p> <p><u>Projected Gains:</u> <i>Minimum Based on Achieve 3000 results it is expected that students in the targeted group will demonstrate a quarterley1.5% increase in students meeting proficiency.</i></p> <p>-----</p> <p>Intervals of Periodic Review:</p> <p><u>Semester 1 Midterm Progress Point – November 2010:</u> <i>Based on Achieve 3000 results it is expected that students in the targeted group will demonstrate a 1.5% increase in students meeting proficiency. The interim assessment results including an analysis of performance indicators will be shared with all teachers. Teacher teams will examine performance indicators and student work in order to be informed as to how the curriculum map and theme-based unit of study should continue to be revised for closer alignment with the common core standards and progress towards achieving the annual</i></p> <p><u>Semester 1 End-term Progress Point -January 2011:</u> <i>Reevaluation of this action plan using multiple data sources to evaluate targeted student(s), Achieve 3000, ARIS and performance indicators to inform delivery of instruction and further curriculum development.</i></p> <p><u>Semester 2 Midterm Progress Point – March 2011:</u> <i>Teacher teams will share case study student(s) and how they are following the progress of the student(s) based on the aforementioned data sources and performance indicators.</i></p> <p><u>Semester 2 End-term Progress Point -May 2011:</u> <i>The preliminary final assessment will be based on</i></p>

SECTION VII ACTION PLAN

data from Achieve 3000 and REWARDS. Analysis of progress towards the achievement of the annual goal with implications/next steps for 2011- 2012 school year.

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

Subject/Area (where relevant): ELA for SWD

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: By June 2011, there will be a 7% increase in the percentage SWD meeting proficiency or higher in ELA as measured by the New York State ELA assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities: Professional Development:</p> <ul style="list-style-type: none"> • Revise one ELA unit of study that is aligned with Common Core State Standards with scaffolds for SWD. • All ELA teachers who teach SWD will be offered training on implementing Writing Matters in their classroom. The training will be offered by Writing matters’ consultant and our own coach. • Teachers will continue to meet as teacher teams and use case studies and data to differentiate instruction. • All SWD teachers will receive PD on the use of interim assessments as a tool for monitoring student progress and revising curriculum to meet the needs of their students ;the use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning • Workshop Wednesdays will be utilized to provide support for our SWD parents. • PD will be provided for all SWD teachers implementing Literacy Navigator, Achieve 3000 and REWARDS. • Our CFN SWD Specialists will work with our SWD teachers to assist them with modifying our Reading and Writing Curriculum for our SWD students. • Our Writing Matters external consultant will work with our SWD teacher 2x a week to assist them with modifying and implementing our ELA curriculum. <p>Target Population(s): All Teachers including teachers servicing ELLs</p>

Responsible Staff Members: Assistant Principals for ELL department, Staff Developers (internal and external), Deans and Safety and Discipline Sub Committee

Implementation Timeline: September – May 2011

Actions/Strategies/Activities: Instructional Program

- ICT teachers will be programmed according to area of content so that they will be working only with one ELA teacher all year.
- Our AIS teacher will use the *Rewards* program with selected SWD students at least 5 times a week.
- Our SES program will provide after school and Saturday classes for our SWD using the Achieve 3000 program.
- All SWD will be programmed into our computer lab 2x a week to receive individualized instruction with the Achieve 3000 program.
- Our Self-contained Special Education population will be using Literacy Navigator 2x a week to improve reading and comprehension skills.
- Per session funding will be used to offer after school assistance to our SWD population.
- 37.5 minutes will be utilized to provide ELA instruction to targeted SWD.
- SWD teachers will be placed on teacher teams, which will meet once a month with a Writing Matters consultant to assist them with implementing the revised ELA pacing calendar for their ELL and SWD.
- Translation/interpretation services will be provided to SWD parents attending school meetings, and for all school documents.
- Teachers will use our ECHALK website to post assignments and projects for all parents to look at.

Target Population(s): All teachers servicing SWD and students and all SWD students.

Responsible Staff Members: Administration, Literacy Coach, Writing Matters Coach, CFN

Implementation Timeline: September – May 2011

Monitor and Revise:

Intervals of Monitoring and Revision:

Revisions to this action plan at each interval of monitoring will be based on qualitative and quantitative data and an analysis of the short term goal (projected gains) and the matched assessment.

- **November 2010:** 1st Achieve 3000 test to determine lexile levels. ACUITY ITA to set benchmark. Writing Matters benchmark exams will also be administered to set baseline.
- **January 2011:** 2nd Achieve 3000 exam will be administered to monitor progress of lexile levels. Predictive exam will be administered to determine student readiness for ELA exam. Writing Matters

	<p>Editorials will be marked, and results will be compared to baseline in order to see progress on Writing Process.</p> <ul style="list-style-type: none"> • March 2011: 3rd Achieve 3000 exam will be administered to monitor progress of lexile levels. 2nd ACUITY exam will be administered to determine student readiness for ELA exam. Writing Matters Journalistic Feature Writing Articles will be marked, and results will be compared to baseline in order to see progress on Writing Process. • May 2011: Final 3rd Achieve 3000 exam will be administered to monitor progress of lexile levels. Writing Matters Response to Literature will be marked, and results will be compared to baseline in order to see progress on Writing Process.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><i>PS and/or OTPS Funding Sources:</i> <i>As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</i></p> <ul style="list-style-type: none"> • <i>Supervisor per session (2 days per week)- Title I</i> • <i>Professional instructional materials to support interdisciplinary curriculum development during the regular school day. - Contract for Excellence</i> • <i>Consumable instructional materials for use during extended day programs. – FSF and Title III Teacher per session (2 days per week) for after school programs and differentiated professional development - Title I ARRA Funds</i>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><i>Initial indicator September 2010: Discussions and teacher surveys about their use of the above mentioned assessment tools. Initial examination of the student data in the data room to create an awareness of students most in need of support.</i></p> <p><i>Instrument of Measure: ARIS, Acuity, Achieve 3000 Teacher created assessment.</i></p> <p><i>Projected Gains: Minimum</i> Based on Achieve 3000 results it is expected that students in the targeted group will demonstrate a quarterly 1.5% increase in students meeting proficiency.</p> <p>-----</p> <p>Intervals of Periodic Review: <i>Semester 1 Midterm Progress Point – November 2010:</i> Based on Achieve 3000 results it is expected that students in the targeted group will demonstrate a 1.5% increase in students meeting proficiency. The interim assessment results including an analysis of performance indicators will be shared with all teachers. Teacher teams will examine performance indicators and student work in order to be informed as to how the curriculum map and theme-based unit of study should continue to be revised for closer alignment with the common core standards and progress towards achieving the annual</p> <p><i>Semester 1 End-term Progress Point -January 2011: Reevaluation of this action plan using multiple data sources to evaluate the student(s) in their case studies, Achieve 3000, ARIS and performance</i></p>

	<p style="text-align: center;">SECTION VI: ACTION PLAN</p> <p>indicators to inform the use of instruction in further curriculum development.</p> <p><i>Semester 2 Midterm Progress Point – March 2011: Teacher teams will share case study student(s) 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, SLRR, 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.</i></p>
--	---

Subject/Area (where relevant): Math for SWD

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 3: By June 2011, there will be a 6% increase in the percentage Students With Disabilities (especially Integrated Co-Teaching - ICT and Special Education Teacher Support Services (SETTS)) meeting proficiency or higher in Mathematics as measured by the New York State Mathematics assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><u>Actions/Strategies/Activities: Professional Development:</u></p> <ul style="list-style-type: none"> • All SWD teachers will receive PD on the use of interim assessments as a tool for monitoring student progress and revising curriculum to meet the needs of their students and the use of rubrics with the language of the standards to provide specific feedback to students regarding their work. • Math teachers will be provided with PD on collecting and analyzing data and using it to differentiate instruction through teacher teams. • Workshop Wednesdays will be utilized to provide support for our SWD parents. • Teachers will be trained in how to utilize smart boards as a tool for Differentiated Instruction. • Teachers will use ACUITY, Predictive, Math Item Skills Analysis from the 2010 Math exam and teacher created benchmark exams to analyze student data and to share best practices. • Administrators will provide support for teachers in the area of creating goals for students. • Teachers will use inter-visitation to observe model lessons on Differentiated Instruction. • Our Arts teachers will collaborate with core teachers to infuse Arts and address learning using different modalities. • Our CBO partners will work with the core subject teachers to help teachers differentiate instruction with different learning styles. • Teachers will be encouraged to use the Inquiry process as a strategy to collect, desegregate, and analyze student data and utilize it to drive instruction. • All teachers will meet individually with their supervisor and create PD plans based on the Core

Standards.

Target Population(s): All Teachers including teachers servicing SWDs

Responsible Staff Members: Assistant Principals for SWDs and ELLs, Staff Developers (internal and external), CFN

Implementation Timeline: September – May 2011

Actions/Strategies/Activities: Instructional Program

- ICT teachers will be programmed according to area of content so that they will be working only with one Math teacher all year.
- Per session funding will be used to offer after school assistance to our SWD population.
- 37.5 minutes will be utilized to provide Math instruction to targeted SWD.
- SWD teachers will be placed on teacher teams, which will meet twice a month with our coach to assist them with implementing and revising our Math pacing calendar for their SWD.
- Translation/interpretation services will be provided to SWD parents attending school meetings, and for all school documents.
- Teachers will incorporate problem solving strategies to increase reading proficiency, comprehension skills and writing in Math, with our SWD population.
- Math teachers will be given common planning time to meet with the math coach and craft model lessons
- Administration will reinstitute block scheduling to enhance maximum instructional time.
- Increase and encourage enrollment in our SES programs which will prepare students for the Math exam.
- Identify all Level 1 and Level 2 students and provide names to all subject teachers, and ensure that they are receiving AIS services through SES and afterschool.
- Teachers will be shown how to use Acuity results to identify and target student weakness.
- Our administration and data specialist will train our Math staff on the use of ARIS, Acuity and other online assessments as a tool for differentiating instruction and monitoring student progress.

Target Population(s): All teachers servicing SWD and all SWD.

Responsible Staff Members: Assistant Principals for SWDs and, Staff Developers (internal and external), CFN

Implementation Timeline: September – May 2011

Monitor and Revise:

Intervals of Monitoring and Revision:

	<p>Revisions to this action plan at each interval of monitoring will be based on qualitative and quantitative data and an analysis of the short term goal (projected gains) and the matched assessment.</p> <ul style="list-style-type: none"> • November 2010: Teachers will use ACUITY, Predictive, Math Item Skills Analysis from the 2010 Math exam and teacher created benchmark exams to analyze student data and to share best practices. • January 2011: Teachers will use ACUITY, Predictive, Math Item Skills Analysis from the 2010 Math exam and teacher created benchmark exams to analyze student data and to share best practices. • March 2011: Teachers will use ACUITY, Predictive, Math Item Skills Analysis from the 2010 Math exam and teacher created benchmark exams to analyze student data and to share best practices. • May 2011: Teachers will use ACUITY, Predictive, Math Item Skills Analysis from the 2010 Math exam and teacher created benchmark exams to analyze student data and to share best practices.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><i>PS and/or OTPS Funding Sources:</i> As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence, Title III, Chapter 57 SQR Funds and human resources to implement this action plan from Sept. 2010-June 2011 as indicated below:</p> <ul style="list-style-type: none"> • Supervisor per session (2 days per week)- Title I • Professional instructional materials to support interdisciplinary curriculum development during the regular school day. - Contract for Excellence • Consumable instructional materials for use during extended day programs. – FSF and Title III Teacher per session (2 days per week) for after school programs and differentiated professional development - Title I ARRA Funds
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><i>Initial indicator September 2010:</i> Discussions and teacher surveys about their use of the above mentioned assessment tools. Initial examination of the student data in the data room to create an awareness of students most in need of support. <i>Instrument of Measure:</i> Acuity, Predictive, Math Item Skills Analysis from the 2010 Math exam and teacher created benchmark exams <i>Projected Gains:</i> Minimum 1.5% increase of students meeting proficiency targets on ARIS at each Interim Progress Point.</p> <p>-----</p> <p>Intervals of Periodic Review: <i>Semester 1 Midterm Progress Point – November 2010:</i> Based on the results from our instruments of measure it is expected that students in the targeted group will demonstrate a 1.5% increase in students</p>

<p>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, SUPP, 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>	<p style="text-align: center;">SECTION VI: ACTION PLAN</p> <p>meeting proficiency. The interim assessment results including an analysis of performance indicators will be shared with all teachers. Teacher teams will examine performance indicators and student work in order to be informed as to how the curriculum map and theme-based unit of study should continue to be revised for closer alignment with the common core standards and progress towards achieving the annual goal. The action plan template should be duplicated as necessary. Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SUPP, 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> <p>Parental Accountability</p> <p><i>Semester 1 End-term Progress Point – January 2011: Reevaluation of this action plan using multiple data sources to evaluate the student(s) progress.</i></p> <p><i>Semester 2 Midterm Progress Point – March 2011: Teacher teams will share case study student(s) and how they are following the progress of the student(s) based on the aforementioned data sources and performance indicators.</i></p>
<p>Subject/Area (where relevant):</p> <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>Semester 2 End-term Progress Point – May 2011: The preliminary final assessment will be based on data from our instruments of measure and will inform an analysis of progress towards the achievement of the annual goal with implications next steps for 2011- 2012 school year.</i></p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities: Professional Development</p> <ul style="list-style-type: none"> • Professional Development will be given to teachers explaining that agenda books will be used to obtain parents’ signatures to document parental awareness of homework. • Workshops will be offered to parents every other Wednesday on how to assist your child with completing all required assignments for their grade. Other topics covered will be: ARIS, Agenda Books, promotional criteria, discipline with dignity. Parents will be notified of workshops through a calendar sent home and posted on our website. • Parental attendance at workshops will be encouraged with raffles and prizes. • Workshops will be offered to parents at night by our CBO. We will administer a parental survey to get their feedback on the topics we can cover for the workshops. • Parent Workshop, conducted at the beginning of the school year, will familiarize parents on the use of student agendas, with homework check follow-up in classes. • Our school web-site will have students homework posted by our teachers, which parents can also have access to and ensure that student agendas are up to date. • Written material will be distributed to parents which will assist with the use of the handbook as a resource for both parents and students. • Surveys will be given to parents so that all topics for Wednesday Workshops will be driven by parent interest and need. <p>Target Population(s): Teachers, Parents and Students</p> <p>Responsible Staff Members: Administrators, Teachers, Parent Coordinator, and Parental Involvement Committee</p> <p>Implementation Timeline: September 2010 – May 2011</p>

Actions/Strategies/Activities: Outreach to Parents/Collection of Data

- Parents will review and sign the agenda on a daily basis.
- An interpreter from the Translation Unit will be utilized during this workshop to decrease the language barrier and improve communication between the school and our parents.
- Letters informing parents of this workshop will be sent home in the various languages of our parent community. We will continue to use our phone master system to communicate with parents and update them on student progress.
- Our support staff will continue to call parents and invite them in for meetings on increasing parental monitoring of their child's assignments. Parents will be identified by classroom teachers and names will be submitted for our support staff to follow up. Teachers will compile monthly reports of parent signatures in agenda books, and submit reports to the Parental Accountability Committee.
- Homeroom teachers will be contacting parents of those students who have not signed the agenda book on a daily basis.
- Rewards will be given to classes who have 100% of their parents sign the agenda book.
- We will have an open house in early October for all parents to come in and meet our teachers. This will help familiarize our parents with student expectations for grades and teachers. Part of the evening will be dedicated to introducing the Agenda Books and demonstrating to parents how to use them effectively.
- Assemblies will be given to students by City Year on how to effectively use the Agenda Books.
- Our School Messenger service will call parents to remind them to check the Agenda book every night and sign it.
- Our ECHALK website will help parents with how to use the Agenda Books.
- Teachers will encourage parent participation by using the Agenda Book as a source of written communication with parents.
- Attendance at PTA meetings will be encouraged through Student Awards Ceremonies and raffles.

Target Population(s): Parents

Responsible Staff Members: Parent Coordinator, Members of the Parent Accountability Sub-Committee, Administration, teachers

Implementation Timeline: September/October 2010: Kick-off meeting and Open House

Monitor and Revise: Trends in parental accountability will be carefully monitored after each interval of periodic review based Parental Accountability Data Spreadsheets. All actions and strategies outlined in this plan will continue to be revised and improved in order to achieve our annual goal.

	<p>Intervals of Monitoring and Revision:</p> <ul style="list-style-type: none"> • November 2010: Revisions will be done quarterly based on Parent Feedback sheets and parent attendance. • January 2011: Revisions will be done quarterly based on Parent Feedback sheets and parent attendance. • March 2011: Revisions will be done quarterly based on Parent Feedback sheets and parent attendance. • May 2011: Revisions will be done quarterly based on Parent Feedback sheets and parent attendance.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><u>Funding Sources(PS and/or OTPS):</u> As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence funds and human resources to implement this action plan from Sept. 2010-May 2011 as indicated below:</p> <ul style="list-style-type: none"> • AP of organization- TL Fair Student Funding • Coach - ARRA SWP funding • OTPS Professional Development - Contract for Excellence
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>September 2010- Initial Baseline: The Parental Accountability Committee will review the most current data regarding parental accountability in order to establish a baseline data set. The Parental Accountability Committee will periodically assess progress towards the attainment of the annual goal. An analysis of interim progress will be used to monitor and revise this action plan.</p> <p><u>Instrument of Measure and Projected Gains(at each interval):</u> <u>Instrument of measure:</u> Signature in student agenda book, Parental Accountability Data Spreadsheet, sign in attendance sheets from monthly PTA meetings, workshops, open house and all other parent events in our building. <u>Projected Gains:</u> A quarterly 10% increase in the number of parents attending parent events as measured by sign in sheets.</p> <hr/> <p><u>Intervals of Periodic Review:</u></p> <p><u>November 2010:</u> The first interim assessment results will be based on totals from the monthly Parental Accountability Data Spreadsheets and will be shared with All teachers, Deans, Safety Officers for review of progress towards achieving the annual goal. <u>January 2011:</u> The mid-term assessment results based on totals from the monthly Parental Accountability Data Spreadsheets will be shared with All teachers, Deans, Safety Officers for review</p>

	<p>of progress towards achieving the annual goal. Efforts will be made to identify families where there has been little or no support for this initiative so that more targeted school-based outreach and support can be provided.</p> <p>Section VI: Action Plans</p> <p>March 2011: The mid-semester assessment results based on totals from the monthly Parental Assessment Data Spreadsheet will be shared with all teachers, Deans, Safety Officers and Goals Use the action plan template provided below of progress key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in the final assessment template should be duplicated as stated from the designated for (Improvement, Corrective Action, Restitution, Data Spread sheets that will be reviewed and for progress reports, or F on the Progress Report) must identify a goal and complete the actual goal and implementation steps for 2010-2011 school year of improvement identification.</p>
--	---

Subject/Area (where relevant): Safety/ Discipline

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #5: By June 2011, there will be a 20% decrease in the number of Level 1-5 classroom incidents as measured by the 2010-2011 OORS Report. This will reduce us by 30 incidents from 154-124.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities: Professional Development will be given in the area of classroom management to increase the effective use of safety and discipline protocols. Topics to be covered include but not limited to: Maintenance of behavior logs, section sheets, teacher rewards, consequence charts and form completion.</p> <p>Target Population(s): All Teachers and paraprofessionals</p> <p>Responsible Staff Members: Assistant Principal for Discipline and Safety, Staff Developers (internal and external), Deans and the Safety/Discipline Committee</p> <p>Implementation Timeline: September – May 2011</p> <p>-----</p> <p>Actions/Strategies/Activities: Creation of Safety/Discipline Committee: The Safety/Discipline Committee will meet weekly to aid teachers in implementing safety and discipline protocols. In addition, the committee will analyze data received from section sheets, OARS Report and informal observations.</p> <p>Target Population(s): All teachers, Deans, Safety Officers</p> <p>Responsible Staff Members: Assistant Principal for Safety and Discipline, Deans and Safety/Discipline Committee</p> <p>Implementation Timeline: September, 2010: Formation of Safety/Discipline Committee</p> <p>-----</p> <p>Actions/Strategies/Activities: The Safety/ Discipline Committee will take the following actions in order to select and implement an effective discipline program:</p> <ul style="list-style-type: none"> • Implement a rewards system with Shanker dollars that can be earned and redeemed at our

Shanker Store. City Year will help run the store.

- Offer special events to students who behave.
- Have special assemblies to reward students of the month and most improved.
- Provide weekly assemblies for our students to reinforce our discipline code.
- Meet weekly to track where incidents are taking place and provide a bigger presence in those areas.
- Dailey Hall Sweeps to keep students out of the hallways.
- Use guidance intervention when the same student is getting into trouble on a regular basis. Interventions will include but not be limited group and individual counseling sessions; monitoring behavior with daily progress reports, using ILOG to write all anecdotal on students.

Target Population(s): All teachers, Deans, Safety Officers, all students with a special focus on repeaters

Responsible Staff Members: Assistant Principal for Safety and Discipline, Deans and Safety/Discipline Committee_

Implementation Timeline:

- **August - September, 2010:** Reward programs will be researched
- **September, 2010:** The Discipline Committee will present the top three incentive programs at the SLT for the purpose of feedback, collaboration and consultation.
- **October, 2010 PBIS Program:** School wide roll-out of the new incentive program through faculty conferences, grade conferences, PTA meeting, grade assemblies
- **November, 2010-June 2011:** The school wide incentive program will be implemented and carefully monitored.

Monitor and Revise: Student trends in classroom incidents will be carefully monitored after each interval of periodic review based on OARS Report, section sheet, and dean referrals. Discipline program and other actions and strategies outlined in this plan will continue to be revised and more closely aligned with our annual goal.

Intervals of Monitoring and Revision Revisions to this action plan at each interval of monitoring are “to be determined” (TBD) and will be based on qualitative and quantitative data and an analysis of the short term goal (projected gains) and the matched assessment.

- **November 2010: The Safety Committee will analyze the data for our Instruments of Measure and track the progress of us meeting the goal.**
- **January 2011: The Safety Committee will analyze the data for our Instruments of Measure and track the progress of us meeting the goal.**
- **March 2011: The Safety Committee will analyze the data for our Instruments of Measure and**

	<p><i>track the progress of us meeting the goal.</i></p> <ul style="list-style-type: none"> • May 2011: The Safety Committee will analyze the data for our Instruments of Measure and track the progress of us meeting the goal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p><u>Funding Sources(PS and/or OTPS):</u> As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy (TL) Fair Student Funding, Title I ARRA Funds, Contract for Excellence funds and human resources to implement this action plan from Sept. 2010-May 2011 as indicated below:</p> <ul style="list-style-type: none"> • AP of Discipline – TL Fair Student Funding • Literacy coach - ARRA SWP funding • Deans - TL Fair Student funding • OTPS Professional Development - Contract for Excellence
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator - September 2010</u>” The Safety/Discipline Committee will begin by reviewing last year’s 2009-2010 OORS Report and, deans’ referrals related to discipline and safety in order to establish initial indicators/data sets. The Safety/Discipline Committee will review the data quarterly and use both qualitative and quantitative data to inform best practice as it relates to the incentive program.</p> <p>Instrument(s) of Measure: Section Sheets will be monitored weekly & Bi-weekly OORS reports</p> <p>Projected Gains: There will be a 5% decrease in classroom incidents as measured by the 2010-2011 OORS Report for each interval of Periodic Review.</p> <p>-----</p> <p><u>Intervals of Periodic Review:</u></p> <p><u>November 2010:</u> The Discipline Committee will evaluate interim assessment results to determine if the <i>actions/strategies/activities</i> outlined in this action plan resulted in a 5% decrease in classroom incidents based on the November OORS Report and section sheets. An analysis of the data will be shared with All teachers, Deans, Safety Officers for review of our school’s progress towards achieving the annual goal. Revisions to this plan will be recorded above in the action plan section.</p> <p><u>January 2011:</u> The mid-term assessment results based on the most current OORS Report and section sheets will be shared with All teachers, Deans, Safety Officers for review of progress towards achieving the annual goal.</p> <p><u>March 2011:</u> The mid-semester assessment results based on the most current OORS Report and</p>

SECTION VI: ACTION PLAN

section sheets will be shared with all teachers, Deans, Safety Officers for review of progress towards achieving the annual goal.

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

Subject/Area (where relevant): Chronically Absent Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #6: By June 2011, the number of students that are chronically absent will be reduced by 20% from 100 students in June 2010 to 80 students in June 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/Strategies/Activities:</p> <ul style="list-style-type: none"> • A Chronic Absence team will be created consisting of the Principal, Assistant Principal, Guidance Counselors, Deans, Attendance Teacher, our CBO and City Year. • The team will meet weekly to look at targeted students attendance patterns. • We will target 30 students on each grade and follow them the entire year. Data sheets provided by the Mayor’s Interagency Task Force will be utilized to track student attendance and academic progress. • The team will focus on 12 different students every 2 weeks and each of the 12 will be assigned mentor buddies from City Year. ○ A Principals summit will be held 5 times a year which will include administration, Guidance staff, deans and any agency that can assist parents with getting their children to school. ○ The summits will be at various times and strategically planned on certain dates where greater parent attendance will be encouraged. IE: prior to a PTA meeting or Parent Teacher conferences. ○ We will utilize the Data Dashboards created and shared with us by the Mayor’s interagency task force to monitor student progress toward no longer being on our Chronic Attendance List. • I will call the houses of absent and late students every night using School Messenger. • A reward system will be created as an incentive for the targeted students as well as other strategies that improve student attendance.

- The project will be kicked off with a Principal's Summit for the Parents of the targeted students and several city agencies will attend to provide assistance to those parents.
- City Year will develop Mentor buddies with targeted Chronically Absent Students and the one on one or group attention will be reinforced with daily greetings.
- A bulletin board display case will be dedicated to those students who have a 100% as well as improved attendance and will be updated monthly.
- Parents will be offered weekly workshops on strategies to improve their child's attendance.

Target Population(s): Chronically Absent Students

Responsible Staff Members: Chronic Absenteeism Committee

Implementation Timeline: September – June 2011

September, 2010: Formation of the Principals Summit/ Chronic Absenteeism Committee

Monitor and Revise: Student trends in School Attendance will be closely monitored. Revisions will be made as needed, to be more closely aligned with our annual goal.

Intervals of Monitoring and Revision Revisions to this action plan at each interval of monitoring are and will be based on qualitative and quantitative data and an analysis of the short term goal (projected gains) and the matched assessment.

- **November 2010:** We will target 30 students on each grade and follow them the entire year. Data sheets provided by the Mayor's Interagency Task Force will be utilized to track student attendance and academic progress.
- **January 2011:** We will target 30 students on each grade and follow them the entire year. Data sheets provided by the Mayor's Interagency Task Force will be utilized to track student attendance and academic progress.
- **March 2011:** We will target 30 students on each grade and follow them the entire year. Data sheets provided by the Mayor's Interagency Task Force will be utilized to track student attendance and academic progress.
- **May 2011:** We will target 30 students on each grade and follow them the entire year. Data sheets provided by the Mayor's Interagency Task Force will be utilized to track student attendance and academic progress.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule	REQUIRED APPENDICES TO THE CEP FOR 2010-2011 <u>Required Sources and/or CTEs:</u>
<p>Include reference to the use of Contracts for Excellence. All schools must complete Appendix 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.)</p>	<p>As a Title I School wide Program school, Conceptual Consolidation will allow us to combine federal and local funds such as Tax Levy (TL), Fair Student Funding, Title I A/RRA Funds, Contract for Excellence funds and human resources to implement this action plan from Sept. 2010-May 2011. 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 Initial indicator September 2010: The progress of meeting this goal will be carefully monitored throughout the school year by using sign in sheets and minutes of the Chronic Absent Committee. Appendix 9 - School-level Reflection and Response to System-wide Curriculum Audit Findings will inform the analysis of individual and systemic practice. All Services and strategies outlined in this plan will continue to be revised and more closely aligned with the annual goal.</p>
Indicators of Interim Progress and/or Accomplishment	
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	<p>Instrument of Measure, Data Dashboards, Reports, A/Ts reports, GASS reports, agendas and minutes.</p>
APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS	<p>Projected Gains: 3% decrease in the number of students Chronically Absent/Late to school every month.</p>
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT	<p>Intervals of Periodic Review:</p>
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)	<p>Semester 1 Mid-term Progress Point – November 2010: The committee will evaluate student absences and target any student who is on pace to miss more than 20 days of school with a phone call and letter sent home.</p>
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS	<p>Semester 1 End-term Progress Point -January 2011: Reevaluation of the process of will take</p>
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)	
	<p>place as described above. Semester 2 End-term Progress Point -May 2011: The final assessment will be based on student attendance and will inform an analysis of the progress towards the achievement of the annual goal and implications/next steps for 2011- 2012 school year. Committee meetings will be documented with agendas and minutes.</p>

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	117	99			40	5	8	25
7	104	143			32	5	8	25
8	147	137			40	5	8	25
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Small groups during the day through teacher guided groups. Programs include Rewards, Achieve 3000 AIS after-school. AIS is also provided during Project Success (extended day 37 1/2 minutes) as well as after school through our SES providers.
Mathematics:	Skills Maintenance Workbook, NYS Mathematics (Continental Press), Measuring Up, Breakaway Math, Comprehensive Assessment of Mathematics Strategies, Manipulative, Math the Write Way, Buckle Down, Tabula Digita. Group instruction during the school day at 45 minute intervals, 37 1/2 minute blocks for “Project Success” tutoring four days a week, after school services provided by SES.
Science:	Small groups during the day as teachers work with guided groups. Tutoring after school for all Level 1s and Level 2s. There are also 37 1/2 minute blocks for “Project Success” tutoring four days a week.
Social Studies:	Small groups during the day as teachers work with guided groups. Doing DBQ’s, Exit projects for all grades. There are also 37 1/2 minute blocks for “Project Success” tutoring four days a week.
At-risk Services Provided by the Guidance Counselor:	Counseling services provided individually or in small groups based on student needs for our “at- risk” students at 40 minute intervals.
At-risk Services Provided by the School Psychologist:	Counseling services provided individually or in small groups based on student needs for our “at- risk” students at 40 minute intervals.
At-risk Services Provided by the Social Worker:	Counseling services provided individually or in small groups based on student needs for our “at- risk” students at 40 minute intervals.
At-risk Health-related Services:	The nurse and school secretary will monitor and update all 504 students and students with IEPs requiring health related services by an occupational therapist, physical therapist, and adaptive physical education teacher.

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.

**Title III Plan
2010-2011
DBN: 30Q126**

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.

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

Form TIII – A (1)(a)

Grade Level(s) 6-8

Number of Students to be Served: 135 LEP

5 Non-LEP

Number of Teachers 4

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

Language Instruction Program

Under the No Child Left Behind Act, all children must reach proficiency on challenging state academic achievement standards and state academic assessment. This applies to ELLs as well; therefore I.S. 126 will provide its ELL students with supplemental instruction in an after-school program two days per week. Instruction will focus on enhancing students' abilities in the areas of Reading, Writing, Speaking, Listening, Mathematical skills, and Science concepts. The program will target ELLs who scored at the beginning and intermediate levels on the NYSESLAT or LAB-R, and/or are a level 1 or 2 on the 2010 State ELA and/or Math assessments.

Beginning in November through May, two certified content area teachers, one in literacy, the other in math, will instruct classes two times a week, one and a half hours per session, from 3:05 – 4:35. In addition, there will be a fully certified ESL teacher who will co plan and deliver instruction with the content area teachers in order to infuse lessons with ESL strategies and provide the necessary scaffolds to make content more comprehensible for the English Language Learners. In April the math session will only be held once a week so that science instruction by a certified teacher can begin. This class will focus on using the inquiry process through Labs to prepare Science Fair projects and to help students better prepare for the State Science Test.

All instruction will be in English with native language support and will help to further develop the four language skills. As for the literacy class, it will operate at two levels. The first level, session one will target newcomers, those who have been in an English Language school system for one year or less and have scored a Beginners level on either the NYSESLAT or LAB-R. Instruction will begin with activities in phonemic awareness and the English sound system. It will continue with direct instruction in phonics, sight word fluency, and utilize oral discussions and literature read-alouds to begin vocabulary comprehension. These are the building blocks in achieving literacy in English. (National Reading Panel) The second level of targeted students will consist of students at the high intermediate to advanced levels of English Proficiency. Many of these students will have received bilingual and/or ESL services for two to three years, but are struggling to reach state standards. Intensive differentiated literacy instruction and direct instruction of reading and writing skills will help these students to meet the standards. The last 8-10 sessions of the literacy class will be direct preparation for the NYSESLAT.

- Classes will meet for 21 weeks, two sessions per week for one and a half hours each.
- Group sizes will be maintained at 15-18 students per teacher. There will be two classes with a total of 30-36 students.
- Instruction will be provided using a variety of ESL methodologies and strategies recommended and supported by scientifically based research including the use of hands on activities, manipulatives, and modeling. Consistent use of scaffolding techniques, building

background, activating schema, graphic organizers, questioning, cooperative learning and frequent opportunities for interaction and discussion will also improve comprehension and higher order thinking skills. All activities will integrate the language skills of listening, speaking, reading and writing.

For the first level literacy class (Beginners-Intermediate), the textbook selected to be used is *On Location: Reading and Writing for Success in the Content Areas* –Levels: Introductory and 1), it is published by McGraw-Hill, a leading provider of materials specifically for English language teaching. It is a leveled reading and writing supplemental series specifically designed for ELL middle and high school students at beginning to intermediate levels. It provides a gradual progression to academic English, allowing learners to develop powerful academic reading, writing, and communication skills. This program incorporates scientifically based research regarding the direct teaching of reading skills combined with the promotion of instructional practices that develop language and literacy through a focus on comprehension. It focuses on major skills and standards concepts tested in most standardized state tests, reading comprehension, fluency, literary concepts, vocabulary development, and word analysis, structured listening, speaking, and writing activities. Clear, simple language and illustrations support higher order skills. The program also includes: An Assessment Program which provides diagnostic, end of unit and end of level tests, rubrics for scoring writing, and a student self-assessment checklist, A Student Practice Book, An Audio CD and a Teacher’s Edition and Training Video.

For the second literacy class (High Intermediate – Advanced), the textbook to be used is *Milestones* (Level A&B), published by Heinle Cengage Learning another leading provider of textbooks specifically for ELLs. Every unit provides instruction, practice, and assessment in all skill areas while offering high-interest literature and content –area reading selections. Reading strategies and academic vocabulary are clearly introduced and practiced to assist in comprehension. There is assessment embedded within each unit as well as a progress check and online assessment tracker.

Supplemental textbooks include Empire State NYSESLAT, which provides students with question types that parallel those found on the NYSESLAT along with a skill analysis and proficiency charts that track student progress. Math and science resource books (word problems, hands on science activities), as well as general instructional supplies including chart paper, chart stands, CD/cassette players, overhead projectors, markers, notebooks, pencils, etc. will be purchased to support the after-school ELL Program.

A major focus for our school was to help more of our ELL students achieve proficiency on all state exams. Therefore, after careful review of many programs specifically designed for ELLs, we chose to implement Achieve 3000 as an additional academic intervention program. It is a scientifically proven program that is web based and proven to accelerate reading comprehension, vocabulary, writing proficiency and performance on state tests, The program will be utilized with our ELLs during the school day in order to maximize the amount of ELLs receiving this additional academic intervention. Fully licensed ESL teachers will be instructing these classes two times a week in the computer lab.

As a special culminating activity and integral part of our instructional program, we will take an educational field trip of New York City. As we know, student learning becomes more meaningful when embedded in authentic contexts. We will visit famous NYC landmarks such as Ellis Island, the Statue of Liberty, and Governor’s Island. The trip will provide students with firsthand experience related to many aspects of U.S. history that they

have been studying, as well as add to their cross cultural experience by exploring and appreciating our city's rich history and culture. To make this experience more memorable, we are extending an invitation to the parents of our Title III students to chaperone.

Rationale for the selection of program/activities:

Students need additional support in order to further develop language skills and support high academic achievement in math and other content areas.

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

Professional Development Program

IS126's Title III Professional Development program will focus on making content comprehensible for English Language Learners and preparing them for the NYSESLAT.

- Teachers will be provided with training sessions. Each session will be one hour long.
- The ESL Coordinator and Literacy/Math Coach will provide ongoing instructional support in the classroom (demonstration lessons, modeling, small group, ESL strategies)
- The ESL Coordinator, math coach and administrators will facilitate all professional development sessions.
Topics to be included are:
 - ESL Mandates and Standards
 - ESL Strategies
 - Employing student's native language to increase comprehension
 - Using assessments to differentiate instruction
 - Test Strategies
 - NYSESLAT Preparation.

Other – Parent Involvement

IS 126's Title III program provides English Language Learners' parents with the opportunity to attend informative workshops about all state assessments, testing accommodations and promotional policies for ELLs.

- Parent workshops will be provided during the day and/or evening to accommodate different schedules. There will be at least two formal workshops and each session will be one and a half hours long.

- The ESL Coordinator, Math coach, or other trained school personnel, along with the Parent Coordinator will facilitate the parent workshops.
- Interpreters will be available for parents and materials will be translated in other community languages to the greatest extent possible.
- Parents will be presented with information on all statewide assessments and testing accommodations for ELLs.
- Packets will be distributed in order to help parents understand the format, types of questions, and how to help their children prepare for these assessments.
- Parents will be informed of all promotional criteria pertaining to ELL students.
- Instructional supplies will be purchased to support the parent workshops.
- Refreshments will be purchased and served to parents who attend the workshops.
- Parents of participating Title III students will be invited to chaperone our trip to see famous NYC landmarks.

Form TIII – A (1)(b)

School: I.S. 126

BEDS Code: 343000010126

Title III LEP Program – 2010-2011
School Building Budget Summary

Location Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (fringe benefits included) Session Instructional 15,382.18 Professional Development 1,796.04 Parent Involvement 377.20	\$11, 153.44	<p>Instructional : Teachers (after school): 42 Days x 1.5 Hours x 3 Teachers = 189 x \$49.89 = \$9,429.21</p> <p>Prof. Dev: Teachers: 4 Days x 1 Hour x 6 Teachers = 24 x \$49.89 = 1,197.36</p> <p>Parent Involvement: ELL Coordinator: 2 Days x 1.5 Hours x 1 Coordinator = 3x \$49.89 = \$149.67 Math Coach: 2 Days x 1.5 Hours x 1 Coach = 3 x \$49.89 = \$149.67 Translators: Guidance Counselor: 2 Days x 1.5 Hours x 1 Counselor = 3 x \$50.90 = 152.70 Teacher: 1 Days x 1.5 Hours x 1 Teacher = 1.5 x \$49.89 = \$74.83 Cost: \$526.87</p>
Purchased services (Object Code 685)	\$0	
Supplies and materials (Object Code 100) Instructional 2,000.00 Professional Development 50.00 Parent Involvement 50.00	\$8,116.11	<p>Instructional: Milestones Student Workbook B, 16 at 16.50 each = \$264.50 Milestones Student Book B, 32 at 66.00 each = 2,112 Milestones Student Workbook A, 16 at 16.50 each = \$264.50 Achieve 3000 Program & all Software – \$5,000 General Instructional Supplies \$446.06 Cost: \$3,290</p> <p>Prof. Dev: General Supplies: \$30.00 Parent Involvement: General Supplies: \$0 Cost: 320</p>
Educational Software (Object Code 199)	\$ 0	
Travel (Object Code 633) Boat (Object Code 669) Bus Instructional 534.00 Professional Development 0 Parent Involvement 36.00	\$480.00	<p>Instructional: Student Trip- Circle Line Cruise to ELLIS ISLAND & STATUE of LIBERTY 35 tickets at \$12.00 each= 420.00 Cost: \$420.00</p> <p>Parent Involvement: Parent Chaperones for student trip to ELLIS ISLAND & STATUE of LIBERTY 5 adult tickets at \$12.00 each= \$60.00 Cost: \$60.00</p>

er (Object Code 400) Instructional 0 Professional Development 30.00 Parent Involvement 50.00	\$150.00	<i>Prof. Dev: Refreshments: 75.00</i> <i>Cost: \$75.00</i> <i>Parent Involvement: Snacks and Refreshments: \$75.00</i> <i>Cost: \$75.00</i>
TOTAL	\$19,900	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess our school's written translation and oral presentation needs consists of the following:

- a. **Parent Language Surveys which asked parents in what language do they prefer all written and oral correspondence**
- b. **Student Registration Form – at this time an informal interview helps us determine the language need of the parents**
- c. **Home Language Identification Surveys (HLIS)**
- d. **The Language Allocation Policy (LAP) Part III ELL Demographics, which contains a breakdown of ELLs by grade in each language group**
- e. **Place of Birth report (RPOB)**
- f. **Parent Orientations**
- g. **Parent/Student Ethnic Identification Surveys**
- h. **Emergency cards- parents' language preference is written on the card**
- i. **PTA meetings**

This data is recorded and maintained on ATS, cumulative files, student emergency cards, surveys, and parent language surveys.

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

It was apparent from our findings that the majority of the translation and interpretations needed to be in Spanish, with Arabic, Urdu, and Bengali as the second largest translation groups. A parent letter was sent out reporting the findings of the Parent Language Survey, and a listing of the languages in which we will be providing written translations and oral interpretations.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. **The written translation services our school will provide are primarily for correspondence to parents and include the following:**

- a. **Translated Bill of Rights and Responsibilities**
- b. **Student Registration Form**
- c. **Translated Home Language Identification Surveys**
- d. **Parent/Student Ethnic Identification Surveys**
- e. **Parents' Preferred Language forms**
- f. **ELL Parent Orientation and Regional Conferences**
- g. **Workshop information**
- h. **Title III After school Applications**
- i. **Monthly newsletters and calendars**
- j. **Special forms (lunch forms, blue emergency cards, health)**
- k. **Permission slips/consent forms**
- l. **High School information**
- m. **Promotional Criteria**
- n. **Promotion in Doubt Letters**
- o. **Testing and SES information**
- p. **Legal, disciplinary, and safety matters.**
- q. **Summer School Forms**
- r. **After School Programs**

School staff will provide written translation services in-house. If necessary, an outside vendor will also be utilized. All translated documents will be distributed at the same time as the English.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The oral interpretation services our school will provide consist of the following:

- a. **Parent workshops**
- b. **Parent Teacher Conferences**
- c. **ELL Parent Orientation and Regional Conferences**
- d. **High School information**
- e. **Promotional Criteria**
- f. **Testing and SES information**
- g. **Legal, disciplinary, and safety matters.**
- h. **Phone Messenger**

- i. PTA Meetings
- j. Student attendance meetings

Oral interpretation services specific to our students with special needs are as follows:

- a. **New Student and Parent Enrollment Interview**
- b. **Initial Counseling Meeting**
- c. **Manifestation Determination Review (MDR)**
- d. **Behavioral Intervention Plan and Functional Behavioral Assessment**

School staff will provide oral interpretation services in-house. If necessary, an outside vendor will also be utilized as well as the over-the-phone translation services provided by the NYC Dept. of ED.

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

In order to fulfill section VII of Chancellor's Regulations A-663, in September no later than 30 days from the school's opening, we will distribute to all students a Parent Language Survey. In addition, in our lobby, which is the main entrance we have posted in English and the 8 languages as per the Chancellor’s Regulations the signs indicating to parents the availability of language services and directing them to the location of these services. The data collected will be used to determine in which languages school notices have to be translated and interpretation services needed. Our bilingual staff members will provide the written translations and interpretation services needed to the greatest extent possible. When in-house staff members cannot provide the specific services needed, then we will request services from the Department of Education's Translation and Interpretation Unit. We will also distribute written notification to all parents, whose primary language is a covered language by the Department of Education, of their rights regarding translation and interpretation services. The Department of Education's Foreign Language Notice will be attached to all important notices, so any parent whose language is not covered will be informed so that it may be interpreted.

The Major Home Languages are broken down as follows:

English ---- 273
 Spanish---- 235
 Bengali ---- 30
 Urdu-----23
 Arabic ----- 20

*All other languages are less than 5

Translation Services

Of the foreign languages, the percentage of parents needing interpretation and translation written is approximately 27% (165 parents).

These findings will be shared with the parents through Parent/Teacher's Association meetings, Parent email distribution, school website and backpack mailings.

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:	452,147	10,706	462,853
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,521	107	4,628
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,605	*	22,605
4. Enter the anticipated 10% set-aside for Professional Development:	45,214	*	45,214

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

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

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

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

1. I.S. 126Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
I.S. 126Q will conduct two parent workshops and one parent forum to enable parents to provide input in the development of the school parental involvement plan.
2. I.S. 126Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- I.S. 126Q will present the data results for standardized tests at a PTA meeting, a parent forum and at a SLT meeting.
3. I.S. 126Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Parent Coordinator
 - Parent Budget Workshop
 - Parent Promotional Policy Workshop
 - Provide translations
 4. I.S. 126Q will coordinate and integrate Title I parental involvement strategies with the following other programs: [with parental involvement strategies:
 - Title IID, Part 154, AIS
 - Title I PCEN by:
 - Creating an informational video to be shown at PTA's
 - Distributing a parent newsletter
 - Conducting SLT meetings
 5. I.S. 126Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
The evaluation of the Parent Involvement policy will be conducted through a school-wide parent survey which will be tallied and summarized by the School Leadership Team. Parents will be members of the evaluating committee.
 6. I.S. 126Q will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards will be explained at a CEC meeting and a Parent Orientation meeting held in September – "Meet the Teacher Night."
 - ii. the State's student academic achievement standards will be explained at:
 1. "Meet the Teacher Night"
 2. Parent Orientation Workshop – September /CEP Goals-needs/ Strengths
 3. High School Night
 4. ESL Night/ Methods and Strategies/requirements for State Exams
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.) will be presented at a:
 - Parent Technology Workshop/using LAP tops and SMART Board for presentation
 - A NYSTART Workshop
 - ESL Workshop
 - Special Education Workshop
 - ARIS Workshop

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by providing the following:
 - Parent Workshops
 - Computer Workshops to teach parents how to access homework helper
 - Dial-A-Teacher Services
 - SES
 - NYSTART Training
 - Public Library Card application
 - ARIS Workshops
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by providing:
 - Parent Coordinator Workshop
 - Agenda Books
 - Diversity Training
- d. The school will, to the extent feasible and appropriate, coordinate and integrates parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Establishing a Parent Resource Library
 - Presenting at SLT
 - Presenting at Instructional Team Meeting
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by:
 - Mailing out the Parent-Compact to every parent on or before September 30, 2010.
 - Distributing this policy to all parents of participating Title I, Part A children on or before September 30, 2010.
 - The SLT will evaluate the PIP June 2010
 - Translating into Spanish, Urdu, Hindi, Bengali, Korean, Arabic, Russian, Taglo
 - Hiring translators for workshops and meetings

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

- o Providing literacy training for parents from Title I, Part A funds
- o Paying parent childcare and transportation for meetings
- o Training parents to enhance the involvement of other parents
- o Scheduling meetings at convenient times for the majority of the parents
- o Adopting model approaches to parent involvement
- o Developing appropriate roles for community-based organizations and businesses

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by The School Leadership Team. This policy was adopted by the I.S. 126Q on September 1, 2006 and will be in effect for the period of three years.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

School Responsibilities

I.S. 126Q will:

1. I.S. 126 will utilize the Writing Matters curriculum for all students in grades 6, 7, and 8. The Writing Matters Program is research-based and used nationwide to achieve literacy standards. All teachers delivering instruction must be fully licensed and certified. Academic Intervention Services will be provided for all students who did not meet the promotional criteria in the previous grade. Guidance Counselors will be available to counsel all students who do not meet the promotional criteria.
2. I. S. 126 will also utilize the Teaching Matters Program to enhance our Language Arts and Social Studies.
3. Hold two parent conferences; one in the Fall and one in the Spring to discuss the Parent Compact.
4. Provide parents with two student progress reports and four standardized ATS Report Cards.
5. Conduct two Parent-Teacher Conferences a year, and one "Meet the Teacher Night."
6. Allow parents to participate in "Career Day," College Fair, Dance Core Team, Health Jam and Dance Theatre of Harlem presentation.
7. The Parent Involvement Policy will be presented at PTA meetings twice a year for review and revision.
8. The school will convene an SLT meeting at the beginning of the school year to review current data, the CEP goals and revise the SWP Plan.
9. I.S. 126 will conduct a "Meet the Teacher Night" with an ELL workshop prior to the meeting that informs parents about all of the Title I, Part A programs in September. A second meeting will be conducted in October in the morning, so it will be convenient for all the other parents who did not attend the September meeting.
10. I.S. 126 will provide information to parents in six different languages, with translators, Translated information in languages needed and the use of available staff members.

11. I.S. 126 will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's programs, and the proficiency levels students are expected to meet.
 12. On request of parent groups and the PTA, I.S. 126 will provide opportunities for regular meetings for parents to formulate suggestions and participate as appropriate in decisions about the education of their children.
 13. I.S. 126 will provide each parent and individual student report about the performance of their child on State assessments in math, language Arts provided by the NYSTART.
 14. I.S. 126 will provide each parent timely notices when their child has been taught for four consecutive weeks by a teacher who is not highly qualified as defined by the term in Section 200.56 of the Title I Act.
- Parent Responsibilities
- 15) Parents will be given access to ARIS so they can track their child's progress.

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

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o 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.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- o Becoming familiar with the Citywide Discipline Code and reviewing it with my child.
- o Reviewing all school-wide regulations and policies, such as no cell phones with my child.
- o Supporting school-wide regulations and policies.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will: [Describe the ways in which students will support their academic achievement, such as:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.
- o Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]
- o Respect all adults in the school
- o Respect myself and others
- o Help to maintain a clean and healthy learning environment
- o Wear my school uniform
- o Read a minimum of 25 books per year
- o Communicate with the guidance counselor, dean, teacher or assistant principal if anyone harms or threatens to harm me
- o Respect other people's property as my own

SIGNATURES:

IS 126 Q

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.

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

126 had been identified as a Title I/SWP in its 6th year of restructuring. Although we have made significant strides in the last 3 years we know that we still need to improve our student performance index to meet our AYP, as described in our needs assessment. (pgs 11-13) It is necessary to provide Academic Intervention Services to those targeted students, as well as develop a strong instructional program using Balanced Literacy, Teaching Matters, and Impact Math. A variety of data used in conjunction with input from the Leadership Team, Instructional Team, and the Parent Involvement Committee. We have worked diligently to analyze and discuss the data available to determine our next steps to improve student performance. Decisions to determine budgetary priorities for 2010- 2011 school wide projects and the necessary programs needed to improve instruction will be implemented.

2. School wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. **Students who score a 1 or 2 on ELA and Math State exam receive pullout and push in AIS services as well as 37.5 minute periods of tutoring 3 days a week. Targeted AIS students will also be programmed into our Computer Labs to receive the Achieve 3000 program. Targeted students will also be programmed in small groups 5x a week with our AIS teacher for the REWARDS program.**
- 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. **In addition to the Project Success 37.5 minute tutoring, our school houses a variety of after school-SES programs in addition to the Jacob Riis Afterschool program which provides "Homework Help" and other extracurricular activities.**
 - o Help provide an enriched and accelerated curriculum. **Advanced Science Students take Regents Earth Science and Advanced Math Students take Algebra Regents course in 8th grade. There is also a Math Olympiads program for students who excel in this subject area.**

- Meet the educational needs of historically underserved populations. **IS 126 has a variety of SES providers, afterschool programs, Periwinkle Theater, and other academic and arts programs to meet the needs of our population.**
 - 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. **There is a guidance counselor for each grade level and the SBST has a Social Worker and Psychologist. There is also a SAPIS worker in our building. City Year is working with our students by supporting them with tutoring, programming, and exposing them to post high school choices.**
3. Instruction by highly qualified staff.
100% of our teachers are highly qualified to teach our students.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
IS 126 places professional development for administrators, coaches and staff at a high level. We believe that learning is on-going and important to improve our collaborative team work and student performance. Attending conferences that are relevant to the programs being implemented at our school will provide the appropriate foundation to implement the programs effectively. Teachers / Administrators who have attended PD to promote imbedded professional develop, attend conferences (Balanced Literacy, Writing Matter, National Math Conference, Making Data work for you, highlight instructional practices, using data, reading data, and applying data to drive instruction are now an emphasis. Our SSO provides our administration and teachers with high quality PD. We also have created individual PD plan for every teacher in our building following the Santa Cruz teaching standards. We will continue to build a powerful communication between our parents and school to assist our students in every way by providing literacy and math nights and information about the progress of their child.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
In order to attract highly qualified teachers to our school we have attended hiring halls and job fairs, collaborated with our community schools and utilized the Fellows Program. The Regional Mentor Program has provided our new teachers with instructional support all year. We have created a brochure highlighting the numerous programs, prestigious collaborations our school is involved with, and promoted our band, dance performances and our creative student artwork in our school. We have provided teachers with the opportunity to pay for their courses they are taking to improve their qualifications. We will provide appropriate programming for teachers in their licensed areas to eliminate where possible teachers teaching out of license. We are using our 10% set aside to provide PD opportunities for all staff.
6. Strategies to increase parental involvement through means such as family literacy services.

We have been building on the parent involvement and providing successful events to promote attendance. We hope to continue in 2009-2010 by implementing family literacy services to parents two evenings a week for ESL, holding Meet the Teacher Night and giving parent workshops on Standards, Data (Interim Assessments), two SES provider evenings to inform parents about the programs offered, two High School Nights, two theater nights involving parents, their children, as well as teachers, a 6th grade parent orientation to inform parents of expectations, curriculum, parent involvement, Parent Compact, CEP, school policy and discipline codes.

Throughout the year any performance or school wide event will be aligned with a parent meeting or workshop to bring up attendance.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **Not Applicable**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Through staff development days prior to school commencing, grade conferences, coaches and lead teachers planning time and scheduled time with teachers, utilizing the technology coordinator to provide training, disseminating information through written correspondence, as well as administration meetings with teachers we will provide appropriate training to improve the achievement of individual students and overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Again we will utilize all NYS assessments, NYC assessments, assessments that are provided by Read 180, Impact Math and teacher created assessments and student work that measure student's strengths and weaknesses. These assessments will provide sufficient information to base data driven instruction and identify student's progress on a timely basis.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

TITLE I PROGRAMS ARE MONITORED FOR Coordination and integration of Federal, State, and local services and programs TO ENSURE THAT THERE IS NO DUPLICATION OF SERVICES AND TO ENSURE EQUITTY AND ACCESS FOR ALL STUDENTS REGARDING THE USE OF TITLE I FUNDS

IS 126 has incorporated a Violence Prevention Program, School wide Project, Middle School Intervention, Project Arts Adult Education, Sure Score, Positive Behavior Intervention System and Gear-up which are all aligned with the Federal, State and local services as well as the NCLB.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			379,803	x	16-38
Title I, Part A (ARRA)	Federal	x			10,599	x	16-38
Title II, Part A	Federal			NA			
Title III, Part A	Federal	x			19,900	x	42-52

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

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

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

Title IV	Federal						
IDEA	Federal						
Tax Levy	Local				2,828,843	x	16-38

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.

Students who score a 1 or 2 on ELA and Math State exam receive pullout and push in AIS services as well as 37.5 minute periods of tutoring 3 days a week. Targeted AIS students will also be programmed into our Computer Labs to receive the Achieve 3000 program. Targeted students will also be programmed in small groups 5x a week with our AIS teacher for the REWARDS program.

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

These students are included in our CEP action plans. Please refer to Action Plan 1, 2, so you can see how we ensure that planning for students under this program is incorporated into existing school plan.

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;

This question has been answered on page 58 and 59 under Question #2 parts A and B

4. Coordinate with and support the regular educational program;

This question has been answered on Page 58 question #1.

5. Provide instruction by highly qualified teachers;

100% of our teachers are highly qualified.

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

This question has been answered on Page 59 question #4 and 5

7. Provide strategies to increase parental involvement; and

This question has been answered on Page 59 question #6.

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

This question has been answered on Page 60 question #10

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: Restructuring Advanced **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

See Needs Assessment, Section III of CEP pg 11 also.

<p>Goal # 1: By June 2011, there will be a 7% increase in the percentage ELLs and Students With Disabilities (especially Integrated Co-Teaching - ICT and Special Education Teacher Support Services (SETTS) meeting proficiency or higher in ELA as measured by the New York State ELA assessments.</p>	<p>After conducting our needs assessments, the SLT found that our ELL and Special Education students did not make AYP this year. As a result we decided to make performance in ELA for these 2 subgroups a priority for the 2010-2011 school year.</p>
<p>Goal # 2: By June 2011, there will be a 7% increase in the percentage Students With Disabilities (especially Integrated Co-Teaching - ICT and Special Education Teacher Support Services (SETTS) meeting proficiency or higher in Mathematics as measured by the New York State Mathematics assessments.</p>	<p>After conducting our needs assessments, the SLT found that our Special Education students did not make AYP this year. As a result we decided to make performance in Math for this subgroup a priority for the 2010-2011 school year.</p>

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.

See Needs Assessment, Section III of CEP

See Section V of CEP

See Appendix I of CEP

See Appendix II of CEP

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.

Professional Development will be implemented throughout the year during teacher teams, classroom visits, inter-visitations by coaches, demonstration lessons by coaches, common preparations, after school (per session), prep and learns, planned sessions, and the professional development outside our school offered by our CFN. Achieve 3000 is high priority to all our special education teachers and we continue to provide professional development to improve instruction in reading for this population. “School Attuned”, ELL methodologies and strategies, science, Building Basic Reading Skills (Sp. Ed and ELL), Data Analysis, and those offered that will pertain to our needs at regional and city level.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

We utilize our coaches (external and internal), AP’s, Deans and veteran teachers, as well as the NYC Mentor Program to provide ongoing support to our teachers at all times. We have also provided our teachers with information and they are encouraged to use the online HOUSSE to demonstrate subject matter competency. Highly qualified funds have been allocated to pay for courses in the high need areas such as science and math. We will continue to provide our teachers with appropriate professional development to address our needs. As indicated in our Mentor Plan all new teachers are assigned mentors who meet with them 2x a week. Inter-visitation and peer observations with reflections are encouraged and all interactions are logged into the Mentor system. All AP’s also meet with their teachers 3x a week to develop and implement an individualized PD plan for all teachers using the Professional Teaching Standards.

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.

As we have done in the past we will provide our parents with written correspondence, meetings, “Meet the Teacher night” and provide translations and translators for all our most needed languages. We will inform parents in a timely manner and follow all regulations necessary to keep our parents updated on their child’s progress throughout the year.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Currently, in IS 126, there is only one (9) identified as a Student in Temporary Housing. However, the STH data is carefully monitored because the school is aware that the STH population may change over the course of the year.

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

Our school will adhere to the NYSED guidelines for the use of STH services and funds by ensuring that STH eligible students have equity and access to all student services including all instructional programs, AIS programs and applicable student support services. Title I funds will be used to provide additional supports to STH eligible students that will include but not be limited to the purchase of school supplies, emergency personal supplies, eyeglasses, backpacks, school uniforms, metro cards, etc. However, these funds will not be used to defray costs related to graduation.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Albert Shanker School for Visual and Performing Ar					
District:	30	DBN:	30Q126	School		343000010126

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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		89.2	91.8	91.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	193	227	188				
Grade 7	202	193	220				
Grade 8	228	203	205				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	2	2				
Total	623	625	615				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.9	93.3	94.7

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	83.3	90.8	93.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	9	22	10

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	23	28	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	56	59	55	Principal Suspensions	107	224	274
# in Collaborative Team Teaching (CTT) Classes	58	50	48	Superintendent Suspensions	74	65	55
Number all others	30	32	34				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	9	9	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	107	106	TBD	Number of Teachers	60	53	55
# ELLs with IEPs	11	48	TBD	Number of Administrators and Other Professionals	13	14	10

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	5	5

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
	8	4	31	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	81.7	88.7	76.4
				% more than 5 years teaching anywhere	63.3	75.5	72.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	94.0	85.5
American Indian or Alaska Native	0.8	1.0	0.8	% core classes taught by "highly qualified" teachers	90.7	94.4	92.3
Black or African American	20.4	20.0	22.4				
Hispanic or Latino	56.7	55.7	51.9				
Asian or Native Hawaiian/Other Pacific	14.9	14.9	16.6				
White	6.9	7.8	8.1				
Male	53.0	54.1	52.7				
Female	47.0	45.9	47.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

	Phase			Category		
	In Good			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				v	

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-			
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v	-			-
Multiracial	-	-	-			
Students with Disabilities	X	v				
Limited English Proficient	X	v				
Economically Disadvantaged	v	v				-
Student groups making	6	8	1			0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	41.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.4	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	5.9	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	27.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	2		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 208	District 30	School Number 126	School Name The Albert Shanker
Principal Mr. Alexander Angueira		Assistant Principal Ms. Laura Parente	
Coach Ms. B. Kolnik		Coach type here	
Teacher/Subject Area Ms. M. Megaris		Guidance Counselor Mr. F. Murphy	
Teacher/Subject Area Ms. D. Konstantakopoulos		Parent Pamela Tello	
Teacher/Subject Area Mr. A. Panagopoulos		Parent Coordinator Ms. F. Henderson	
Related Service Provider Ms. T. Layne		Other type here	
Network Leader John O'Mahoney		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	616	Total Number of ELLs	127	ELLs as Share of Total Student Population (%)	20.62%
------------------------------------	------------	----------------------	------------	---	---------------

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.

Paste response to questions 1-6 here

1. The steps our school follows to initially identify those students who may possibly be ELLs are as follows:

§ Every new student who is enrolling for the first time into our NYC public school system is given a Home Language Identification Survey (HLIS) in the language best understood by the child's parent or guardian. It is at this time that our ESL Coordinator who is highly qualified with the ELL identification process conducts an informal interview with the child's parent or guardian to ensure that the HLIS is correctly and completely filled out. The ESL Coordinator has been fully trained by the Dept. of Ed.'s ELL Compliance Specialists in the ELL Identification Process and has turn keyed this information to our Guidance Counselors so that there is always a qualified pedagogue during the initial enrollment. If the informal interview needs to be conducted in a native language that the above personnel does not speak then another pedagogue who does speak the native language will be called to provide assistance in the interview by translating. If we do not have on site personnel to provide the translation, then we utilize the Department of Ed.'s over-the phone interpretation services, which are available in over 150 languages.

§ The ESL Coordinator reviews all completed HLIS forms and takes into account all information obtained through the interview to determine if the child's home language is one other than English. If it is, then it is explained to the parent that the child will be administered within ten days of registration the Language Assessment Battery-Revised (LAB-R) to determine their English proficiency level and service eligibility. Parents are advised that if their child is eligible to receive ESL services, then they need to attend a Parent Orientation so they can be informed about each program available to ELLs. If the parents express that it is difficult for them to return for an orientation if needed, then the ESL Coordinator accommodates their situation by conducting the Parent Orientation at this time. We are fortunate to have in house staff that speaks the native languages of the majority of our ELL population thus making this process possible.

§ The ESL Coordinator administers and scores the LAB-R.

§ Any student who scores below proficiency on the LAB-R becomes eligible for state-mandated services for ELLs.

§ If the determined home language of a student is Spanish, and he or she score below proficiency on the LAB-R then a Spanish LAB is administered to determine language dominance. This assessment is administered by a Spanish Bilingual teacher, who has been trained by the ESL Coordinator. Once again, it is the ESL Coordinator who scores the exam.

During the registration of transfer students or readmits, the ESL Coordinator runs a test history to determine if they require ESL services or not. If the parent is present, an informal interview is also conducted to find out about the child's background and schooling. This aids in determining if the student is SIFE or not. If they also happen to be Special Education students, then the IEP will be reviewed to determine eligibility for ESL services.

To ensure that all our ELLs are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT), the ESL Coordinator is responsible for monitoring and verifying ATS reports such as the NYSESLAT Eligibility (RLAT) and Admit reports throughout the school year. In addition, the ESL Coordinator makes sure that the NYSESLAT testing schedule provides for all testing accommodations that may be required for ELLs with Individual Educational Plans (IEP). All teachers involved with the administration of the NYSESLAT have been fully trained by the ESL Coordinator. The Testing and ESL Coordinator always attend any Regional Testing Meeting pertaining to the NYSESLAT to ensure that proper testing procedures are followed, required information on answer documents is complete and accurate, and all testing materials are secure and properly returned.

Results of this exam are evaluated annually in order to determine whether or not the student continues to be eligible for ESL services and to monitor their progress in obtaining proficiency in English. The RNMR report is used to identify progress in the modalities of speaking, reading, writing, and listening. Teachers use this data to differentiate individual or group instruction to address students' specific needs.

2. To ensure that the parents of our English Language Learners understand all three program choices, we have the following structures in place:

First, we send an Entitlement Letter to the parents of each eligible student in the child's home language with the child's LAB-R score. This is done no later than ten school days from the child's date of admission. Inclusive in the letter are the three choices of services to which the child is entitled. Within the Entitlement Letter, parents are invited to attend a formal Parent Orientation session in September,

which we always try to coordinate with “Meet the Teacher” night in efforts to increase attendance. During this orientation, each ELL program, state standards and assessments, as well as the modifications given to ELLs for these tests will be explained and parents can ask questions. In addition we offer, at the parents’ convenience, one-on-one conferences throughout the school both in the early afternoon and evening, allowing working parents more flexibility to attend. These orientations are always conducted with the ESL/Bilingual and Parent Coordinators, with on site translators. Parents attending have the opportunity to view the Parent Orientation DVD, receive information about each program, and ask questions or discuss any concerns they may have about their child’s education. In addition, parents are informed of their child’s right to placement in a bilingual class if there are enough students who speak the same language within two consecutive grade levels. If there is not a sufficient number of students to form this class, then the parents have the option to transfer their child to another school within the district. If they do not choose to transfer their child, he or she will be placed in a Freestanding English as a Second Language program for the entire school year.

3. After parents have received all the appropriate information in their home language to the degree that language resources are available, we give them the Parent Survey and Program Selection Form to review, and make sure they have no further questions. Parents have the option of completing the forms during the orientation session or taking them home to fill out and return as soon as possible. At this time, we inform them that if they do not return the selection form then by default the child will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. A second invitation is extended however to any parent who has not yet returned their Program Selection form, as well as a courtesy call, in their home language, to remind them that these forms must be returned if we are to honor their preferred program selection.

4. The criteria used to place identified ELL students in bilingual or ESL instructional programs are the Parent Survey and Program Selection forms. If at that time, we have an insufficient number of students with the same program requests, then the parents are offered a transfer within the district assuming availability of seats, but are informed that if within the school year we do meet the minimum number of students with the same requests, they will be notified and given the option to transfer their child to our school. For any student whose parent did not return a Parent Survey and Program Selection form, he or she will be placed in a Transitional Bilingual program. If this program is not available, then their child will be placed in the ESL program. As stated above, this default placement will only take place once all our attempts have gone unanswered.

Lastly, parents are sent a Placement Letter, in their home language that informs them of the program in which their child was placed. For the parents of our continuing ELLs, we send written notification of their continued entitlement along with their current NYSESLAT score and required time allotment for ESL services. Though not encouraged, we honor any request for a program change, if the service is available.

5. In reviewing the Parent Survey and Program Selection forms for the past few years, we noticed the trend in program choice to be ESL. Parents are clearly indicating and selecting ESL services for their children. This current school year 2010-2011, we had four newly enrolled ELLs entitled to services and all four parents chose to place their child into the ESL program. Our last school year, 2009-2010, we had similar results; there were six newly enrolled ELLs and all selected ESL as their first program choice. Prior to that in 2008-2009, there were six newly enrolled ELLs and with the exception of one, all others selected the ESL program. We will continue to provide ongoing orientation meetings for parents in order to assist them with the decision-making process for selecting an appropriate program for their children.

6. Our programs are aligned to what parents have been requesting. Parental choice and options are always respected and fulfilled as per CR Part 154 Regulations.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	37
SIFE	9	ELLs receiving service 4-6 years	48	Long-Term (completed 6 years)	41

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	38	7	2	48	2	21	41	0	15	127
Total	38	7	2	48	2	21	41	0	15	127

Number of ELLs in a TBE program who are in alternate placement: 2

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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							31	26	31					88
Chinese							0	1	0					1
Russian							0	0	1					1
Bengali							1	3	1					5
Urdu							5	6	1					12
Arabic							4	4	6					14
Haitian							0	0	0					0
French							0	0	0					0
Korean							1	0	0					1
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							1	0	4	0				5
TOTAL	0	0	0	0	0	0	43	40	44	0	0	0	0	127

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. We have a Freestanding ESL Program which currently consists of three classes, one on each grade level (6-8). Classes are heterogeneous and travel together as a group (Block model). Our instructional model is Departmentalized.

2. To ensure that the mandated number of instructional minutes is provided, our ESL Coordinator analyzes each individual ELL's NYSESLAT level to assure from the very beginning of the school year that the mandated number of instructional minutes is provided according to CR Part-154 requirements.

- Students who score at Advanced Level on the spring 2010 NYSESLAT receive 180 minutes of ESL instruction per week.
- Students who score at the Beginning or Intermediate Levels on the spring 2010 NYSESLAT receive 360 minutes of ESL instruction per week.

3. The program model includes two components:

Language Arts instructional component – the language arts instructional component is delivered through instruction in English

language arts (ELA) and English as a second language.

- Content Area instructional component - the content area instructional component is delivered through instruction in English using ESL methodologies and strategies.

Instruction is designed to develop skills in listening, speaking, reading, writing, and communicating in English through the integration of academic content appropriate for the student's age, grade level and English language skills.

Instructional Methods

All ELL students receive the same rigorous standards-based curriculum as monolingual students, and all instruction follows the America's Choice Workshop model. The America's Choice Program supports all areas of literacy through the use of extensive leveled classroom libraries and a balanced literacy/math program.

To make content comprehensible and enrich language development all lessons are inclusive of mini lessons, read alouds, pair share, independent reading/writing journals, interactive reading/writing, graphic organizers, skills and guided practice, phonemic awareness, fluency, vocabulary using ExC-ELL strategies and text comprehension using the strategy of deconstructing and then reconstructing the text. In order to challenge our students to use higher order thinking skills, there is a lot of open-ended questioning, accountable talk, debates, and non-fiction reading and writing. Some methodologies used to carry out the lessons are scaffolding, CALLA, TPR, collaborative learning, modeling, etc. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

4. Differentiated Instruction is always planned for to better meet the learning needs of each individual student. The following assessments will be used to differentiate instruction:

- o The NYSESLAT scores
- o LAB-R scores
- o ELL Periodic Assessments
- o Acuity Interim Assessments
- o Achieve 3000
- o Literacy Navigator
- o Scantron Performance Series
- o Running Records
- o Subject area test and quizzes
- o Portfolios
- o The New York State ELA and Math test scores
- o The New York State Science Performance and Social Studies Test (eighth grade only)
- o Teacher Observations & Conferencing Notes

The instructional plans we have in order to differentiate instruction for our specific ELL subgroups are as follows:

Our SIFE students, are initially assessed in both literacy and math skills in order to determine their academic abilities and deficiencies. They are placed in an age appropriate class and assignments are then modified to meet their particular learning needs thus enabling them to achieve academic success. Bilingual content area libraries that are aligned to grade specific curriculum are used to support learning. Students will also receive additional academic intervention services in small group settings during and after school which will focus on literacy and math skills. The instructional programs we have selected to use for intervention are America's Choice Literacy Navigator, Rewards, Achieve 3000, Writing Matters, and On Location 1. Each of these programs focuses on the development of phonological awareness, fluency, reading comprehension skills, and overall literacy skills in the modalities of Reading, Writing, Speaking, and Listening. Our goal is to provide these students with the support necessary to have them "catch up" to grade level. Diagnostic reading and writing assessments will be ongoing and reviewed collaboratively between the students Language Arts teacher and our school's reading teacher in order to develop a more prescribed plan of intervention. Participation in after school programs is greatly encouraged.

Our ELLs who are in this country less than three years, have been placed in an age appropriate Block Class, which means the travel together as a group. They receive ESL and Language Arts instruction by a fully certified ESL teacher. All other instruction is departmentalized and conducted by fully certified teachers who have received professional development in ESL strategies. There is a focus on using visuals and graphic organizers to support instruction. Bilingual content area libraries that are aligned to grade specific curriculum are used to support learning. Since it is required from NCLB, that all ELLs who have been in the U.S. over one year take the English Language Arts (ELA) exam we have aligned the ELL curriculum to the ELA curriculum.

For our ELLs who have been receiving services for four to six years, we will focus on the development of their cognitive academic language proficiency (CALP) and metacognitive skills by utilizing Bloom's Taxonomy. Students will work collaboratively on challenging activities which will involve the use of higher order thinking skills. Ongoing assessments will be utilized to identify learning targets and plan for intervention strategies that will be utilized to address weaknesses.

Our long-term ELLs, who have obtained an advanced level on the NYSESLAT, are placed in a monolingual classroom, to the greatest extent possible. Fortunately, we have Language Arts teachers who are also fully certified in ESL; hence these ELLs receive both their Language Arts and ESL instruction from the same teacher in order to better meet their particular learning needs. ELA Intervention Services

are also given during the day where there is a focus on further developing reading comprehension and higher order skills, writing, and building their understanding of academic language. The 2010 NYSESLAT, Years of Service Report (RYOS), and ELA Assessments are used to identify the students who are need of this AIS service.

For ELLs identified as having special needs, instruction depends on the students individual educational plan (IEP). However, these students are receiving additional Reading AIS services with the REWARDS Intervention Program. This is a scientifically researched-based program with the goal of increasing overall reading achievement, accuracy and fluency on reading multisyllabic words, oral reading fluency, academic vocabulary, comprehension of expository passages, and the ability to write coherent, well organized paragraphs. Lessons are interactively taught using a SMARTBOARD and visual aids along with hands on activities are used to assist students in learning.

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?

Paste response to questions 5-14 here

5. Our targeted intervention programs supplement regular class instruction during and after the school day.

ELA Intervention Programs

- Ø City Year Program - instructors from diverse backgrounds with college degrees provide academic Push-in services during the Language Arts class. In addition to the academic component, they work to improve attendance and/or behavior skills for students in need of this support. These services are conducted Mondays-Thursdays from 8:00-3:00PM.
 - Ø AIS Reading- small group instruction focusing on reading skills and strategies to improve comprehension. Instruction is differentiated to meet the individual needs of students.
 - Ø Extra ELA Instruction - Students are programmed to receive additional instruction in reading, writing, and speaking.
 - Achieve 3000 - a scientifically proven web based program that accelerates reading comprehension, vocabulary, and writing proficiency. It has been particularly very successful with ELLs.
 - Ø Rewards Interventions Program - available to our Special Ed ELLs and ELL 7th graders who are at least 2 years below their grade level in reading. The goals of the program are to increase: overall reading achievement, accuracy and fluency on reading multisyllabic words, oral reading fluency, academic vocabulary, comprehension of expository passages, and the ability to write coherent, well organized paragraphs.
 - Ø Project Success- During our extended day students that scored a level 1 or 2 on their 2010 ELA and/or Math State Examinations receive academic support through small group instruction as well as any ELL student who is newly enrolled and has not yet taken the ELA exam.
- Instruction in each program is in English with native language support.
- For our ELLs that are in the U.S. less than three years we offer the Title III after school program (Beginners Group)
 - For our ELLs that are in the U.S. four or more years we offer the Title III after school program (Advanced Group)
 - Jacob Riis -Star after school program homework help.

Mathematics Intervention Programs

-AIS Math during the school day using texts that are strand specific (Maintenance Workbook, NYS Mathematics (Continental Press), Measuring Up, Breakaway Math, Math Assessment System, Soaring Scores on the NYS Mathematics Assessment, Math the Write Way, Tabula Digita).

- "Project Success" tutoring in math three days a week.

Ø Extra Math Instruction – Students are programmed with three additional periods per week in Math. For our 6th & 8th grade ELLs, one of these extra periods is conducted in a small group setting. In addition Impact Math texts are available in Spanish since the majority of our ELLs home language is Spanish. Supplemental texts that are strand specific are utilized (Skills Maintenance Workbook, NYS Mathematics (Continental Press), Measuring Up, Breakaway Math, Math Assessment System, Soaring Scores on the NYS Mathematics Assessment, Math the Write Way, Tabula Digita).

Ø City Year Program – instructors from diverse backgrounds with college degrees provide academic Push-in services in Math.

- Title III after school program- Math

Science Intervention Programs

- Project Success-Tutoring after school for all Level 1s and Level 2s three days a week.

- All instruction is inquiry based and inclusive of science investigations through the use of Labs. Guided questioning helps lead science investigations.

-Access Science is used as a supplement text with all our ELLs. The Access Program is a standards-based middle school program for ELLs, it builds content specific concepts while developing English Language proficiency. ESL strategies are embeded in each lesson.

Social Studies Intervention Programs

- Project Success (37 ½ minutes) tutoring in answering DBQs and preparing Exit projects for all grades three times a week

- Access American History Text is used as a supplement for it is specifically designed for ELLs.

6. For continuing transitional support for students reaching proficiency on the NYSESLAT, we have placed these students together in a monolingual grade appropriate class, and if possible, in one composed of children who have had similar experiences. An ESL teacher who has formerly taught these pushes into the Language Arts class once a week to monitor their academic performance and provide instructional support using ESL strategies when needed. This allows for collaboration between teachers to ensure that the academic needs and social well being of this particular group of students is being met. Any student identified as needing additional academic services, is encouraged to participate in our Title III after school ESL program and given an application.

In addition the monolingual class teachers will continue to have ongoing staff development in the area of ELL instruction. Ongoing conferencing is conducted between the ESL Coordinator and the Language Arts teachers who service these students, allowing for a continuous monitoring of their academic performance.

7. We are currently working on better aligning our ELA America's Choice Reader's Workshop curriculum with our Writing Matter's Units.

8. We have discontinued using the Read 180 and Wilson programs with our Special Ed ELLs because most of our students did not make adequate yearly gains in ELA the three years that we have adopted these programs. We are always striving to increase effective supplemental services for ELLs, as well as increase the professional development afforded to all teachers of ELLs.

9. All ELLs are afforded complete and equal access to all school programs and receive all city and state mandated services that they are entitled to. All instruction is grade appropriate, rigorous, and aligned to NYC and NYS standards. Students identified as being at risk because they scored a level 1 or 2 on the state ELA or math test, receive supplemental academic services both during the school day and after school through our extended day Project Success program.

10. Some instructional materials used include:

- Leveled classroom libraries in all genres, including content and grade specific core curriculum bilingual libraries
- The America's Choice Readers Foundations Studies Program
- Getting Ready for the NYSESLAT and Beyond textbooks
- Impact Math (English & Spanish Version)
- Access English
- Access- American History (7&8 Grade), American Journey (8th Grade), maps & atlases,
- Access Science (6,7,8) Science Labs & Kits, Scott Forsman science books,
- Rewards, Milestones, Soar to Success, and Measuring-Up are used in AIS ELA classes
- Destination Math, Break Away Math, Finishline, Glencoe Skills Intervention in Mathematics, and NYS Review in Mathematics are used as supplemental resources in Math classes
- On Location (Levels-Introductory &1), Milestones, and Math Success textbooks used after school in Title III
- Technology is an integral part of the lesson. All rooms are equipped with computers and internet services, and each floor has its own set of mobile Laptops, Smartboards, ELMOS, and LCD projectors. We also have two computer labs in which all ELLs receive computer and internet training, and create projects using Power Point and Excel. Interactive software such as Smart Response and AirLiner are also being utilized. Smart Response is an assessment program that enables students to answer teacher-created tests and quizzes via handheld remote controls. The software generates instantaneous student data which is used for student grouping and differentiation, as well as

automatically tracking and graphing student results. AirLiner is a wireless slate that allows teachers or students to control any software application, write notes, highlight information, etc. from anywhere in the classroom.

- Audio equipment is used to provide students with more practice with conversation, listening skills, and develop fluency to improve literacy overall.

11. Native Language support is delivered in the following ways:

- content specific bilingual libraries that are aligned to our curriculum
- grade and content specific glossaries
- textbooks with a spanish glossary
- translation dictionaries
- language buddies
- labeling of objects in the classroom in both languages
- graphic organizers in the native language
- Google Translator
- explicit teaching of cognates and false cognates (Spanish)

Our ESL teachers, City Year tutors, and other staff members speak many of the languages representative of our students and encourage multilingualism. Having a classroom environment that is socioculturally supportive will allow students to develop linguistically, academically, and cognitively.

12. All resources and required services support and are aligned with NYS standards and the grade specific core curriculum in all content areas.

13. To assist newly enrolled ELL students before the beginning of the school year we have implemented Project Jump Start, where we conduct several orientations to our school. In May our principal visits each of our feeder schools to introduce himself and our school to future incoming sixth graders. At this time he invites all fifth graders and their parents to a special orientation to our school. Flyers about the event are distributed in many languages. At the orientations students and accompanying parents are introduced to administration and sixth grade faculty, informed about differences they will encounter between the elementary school set-up they are accustomed to and that of our middle school, view performances or works from our Arts department, watch a video clip of special school events, tour the school, and are given the opportunity to meet with sixth grade teachers to discuss instructional practices and view artifacts. In house translators are present during these orientations. In August, prior to the opening of school we will have another orientation for the parents and students of newly registering students.

14. Currently, we are not offering a foreign language study to our ELLs because the majority of these students did not achieve proficiency on the 2010 ELA. They were programmed instead with additional AIS services in Reading.

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)?

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

1. Our Professional Development Plan for all ELL personnel will be ongoing and focus on the following:

- . making content comprehensible for ELLs /Scaffolding strategies
- . demonstrating researched based strategies to use with ELLs (The America's Choice "Five Essential Practices for Teaching ELLs)

Our coach in Literacy and Math, our CFN curriculum support specialists, the Writing Matters Staff Developer, as well as the ESL Coordinator will work collaboratively with content area and ESL teachers to support instruction. This support will take the form of demonstration lessons,

modeling of individual teaching strategies and analysis of data to drive instruction, participating in Teacher Team meetings, and sponsoring workshops to ensure effective implementation of instructional models. Workshop topics include:

- . ESL Mandates/The Language Allocation Policy
- . Data Analysis & Differentiated Instruction
- . Academic Language Development
- . Bloom's Taxonomy
- . ELL periodic Assessments and implications for instruction
- . Preparing for the NYSESLAT
- . Testing Strategies and Testing Modifications for ELLs
- . Measuring Students' Annual Progress (ELA, Math, Science)/Next Steps

2. To support staff in assisting ELLs as they transition from elementary to middle school and then from middle school to high school by offering students counseling sessions. These sessions are conducted one-on-one or within a small group setting with the child's guidance counselor, and the focus is to assist and guide students with personal and social concerns.

Other procedures we have in place to help smooth the transition and assure academic and emotional success are as follows:

- Project Jump Start, as we mentioned before helps inform students and their parents about our school before actual enrollment in order to facilitate adjustment and reduce anxiety.
- A partnership between our guidance counselors and the guidance counselors of our incoming and exiting students, in efforts to ensure proper program placement. Pertinent information is shared with administrators, teachers, and any other necessary school personnel.
- For our eighth grade ELLs, their guidance counselor offers a series of workshops to parents and students on the high school application process. In addition the guidance counselor arranges transportation and accompanies students and their parents to NYC's High School Fairs. Individual appointments are welcomed for any parents that need more assistance or information in regards to high school requirements or selection.

All school personnel work collaboratively to foster an environment that is positive and supportive.

3. The minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P. is conducted on-site during NYC's Dept. of Ed. designated Professional Development Days and off-site when workshops are coordinated by NYS's BETAC or our Children's First Network(CFN). Topics addressed will include but are not limited to the following:

- . The "Five Essential Practices for Teaching ELLs" developed by America's Choice through scientifically based research on second language acquisition
- . Lesson Planning incorporating ESL strategies
- . Differentiating instruction to meet the needs of ELLs

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Our school encourages parental involvement by notifying and inviting all parents to attend PTA meetings, parent workshops, and other parental events via Phone Messenger, E-Chalk, an email distribution list, Principal-to- Parent monthly letters, and the school website. Written correspondence is in English and Spanish, as well in the other home languages of our ELLs such as Bengali, Urdu, Arabic. There are translators available at meetings or workshops and many key speakers are community-based personnel who are bilingual.

- We hold a "Meet the Teacher Night" in September where parents will be able to visit classrooms, meet teachers and become familiar with subject curriculum, and teacher expectations.

- There are ongoing ELL orientations where parents of newly admitted ELLs can be informed about the type of ELL programs we have and their rights in choosing a program, state standards, assessments, and program requirements for Bilingual and Freestanding ESL programs as per CR- Part 154 Regulations. Information at the orientations is presented to parents in their native language to the greatest extent possible, as well as a DVD showing and explaining all programs in most languages.

- Our Title III program provides the parents of our English Language Learners with the opportunity to attend informative workshops about all state assessments, testing accommodations and promotional policies for ELLs. These workshops will be provided during the day and/or evening to accommodate different schedules. There will be at least two workshops and each session will be one and a half hours long. Parents will be presented with information on all statewide assessments and testing accommodations for ELLs. Packets of sample state tests will be distributed in order to help parents understand the format and types of questions, and how to help their children prepare for these assessments. Parents will be informed of all promotional criteria pertaining to ELL students. Interpreters will be available for parents and

materials will be translated in other community languages to the greatest extent possible.

-Our Parent Coordinator who serves as a liaison for our parents is planning the following workshops:

- ESL/Computer Classes in the evening
- Workshop Wednesdays
- NYS Assessments
- Healthcare/ Nutrition
- Low Cost Housing
- Immigration Services
- Promotional Policies
- High School Fair
- Internet Safety
- Bullying

2. We partner with several Community Based Organizations (CBOs) and agencies which provide workshops and services to our parents. They are listed as follows:

- Jacob Riis Settlement House - provides ESL classes for our ELL parents. These classes are for beginner and intermediate English language learners.
- Your Child Safety Services - provides workshops on keeping our children safe.
- Home Health Educational Services - provides workshops on nutrition and whole body wellness.
- Learning Leaders - trains and certifies the parents to be volunteers in the school.
- Steinway Clinic - We also have a therapist from the center available weekly to assist students and their families in need.

3. Parents, the Parent Coordinator, administration, guidance counselors, and teachers work collaboratively to determine the issues that need to be addressed during PTA meetings and through workshops.

4. We always strive to provide quality workshops that will meet the diverse needs of our parent population. All parent workshops and meetings revolve around the dissemination of pertinent educational information, mandates, and the well being of the family.

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)							6	6	7					19
Intermediate(I)							4	12	19					35
Advanced (A)							34	21	18					73
Total	0	0	0	0	0	0	44	39	44	0	0	0	0	127

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							4	1	1				
	I							1	3	1				
	A							27	14	15				

	P							12	21	27				
READING/ WRITING	B							4	5	7				
	I							6	11	19				
	A							27	23	18				
	P							7	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	18	8	6	0	32
7	23	8	0	0	31
8	22	14	0	0	36
NYSAA Bilingual Spe Ed				1	1

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	8	0	19	1	11	1	0	0	40
7	18	2	15	0	2	0	1	0	38
8	15	0	21	6	1	0	0	0	43
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	31	0	40	2	17	1	2	0	93
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	41	5	18	3	27	6	1	0	101
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0			
Math	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	0			
Physics	0			
Global History and Geography	0			
US History and Government	0			
Foreign Language	0			
Other	0			
Other	0			
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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

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

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

Paste response to questions 1-6 here

1. We use a several assessments to assess the early literacy skills of our ELLs such as Running Records, Scantron Performance Series, and Literacy Navigator. Each student is individually administered an informal reading inventory designed to provide diagnostic information about their independent reading level and reading strengths or needs. The insights that the data provides about our ELLs is that most of them have an independent reading level that is at least two grade levels below their present grade. The implications from this data are first used by teachers to drive differentiated instruction, match students with just right books, and form guided reading groups. Secondly, it informs school leadership about the type of reading intervention programs we need to implement and the level of books we need to order for our classroom libraries.

2. After examining the results utilizing the four areas of cognition (listening, speaking, reading and writing) the following patterns were noted:

- In all grades (6-8) the demonstrated combined highest scores were in the listening/speaking components of the NYSESLAT.
- In all grades (6-8) students were able to obtain a proficient level in the listening/speaking components, but still require services because they were not able to achieve proficiency in the reading/writing components of the exam.
- In grades 7&8) we had fewer students scoring on the beginning level of English proficiency in the listening/speaking components, whereas that number increases for the reading/writing components of the exam thus increasing the number of students who receive an overall proficiency level of Beginning. Our 6th grade had an equal amount of students scoring at the beginning proficiency level in Reading & Writing as in Listening & Speaking which is not the usual trend.
- In all grades (6-8) most of our students are scoring on Advanced in all modalities tested.
- Both the 7th & 8th had no achieve a Proficient on the reading/writing modalities.

3. The implication for the school's LAP and instruction are derived from the strengths and weaknesses noted in the NYSESLAT and other assessments (ELA, ELL Interim Assessments, Acuity Interim Assessments, LAB-R, Scantron Performance Series, America's Choice Literacy Navigator Level Locator, REWARDS and teacher-made tests/observations).

We have designed and implemented a clear and present focus on the diversified needs of the ELL population with regard to their linguistic developmental requirement and their first language and culture. The program seeks to provide all English Language Learners complete accessibility to a standards based curriculum that parallels that of the monolingual settings.

All students will be instructed in all modalities in order to move students from the beginning level to the intermediate, from intermediate to advanced, and from advanced to passing the NYSESLAT. Consistent and structured use of ESL methodologies and standards will help students acquire English language proficiency.

Particular attention will be given to those Long Term ELLs at the intermediate and advanced level who need improvement in the reading and writing modalities of the NYSESLAT. Incorporation of a balanced literacy program consisting of both a Reader's & Writer's Workshop (America's Choice Foundations Study/Writing Matters Program) and attention to the NYC Performance Standards for English Language will focus on the desired skills. The NYS Standards for English as a Second Language (ESL) also address all four modalities in standards 1-5, as we will target reading and writing for our advanced students.

4. a. Language Arts

- In reference to the ELA exam in Grade 6, a total of thirty-two students took the exam. Eighteen scored a level I, eight a level II, 6 a level III and none a level IV.

Level I = 56.25%, Level 2 = 25%, Level 3 = 19%, Level 4 = 0%

- In Grade 7, a total of thirty one students took the exam. Twenty three scored a level I, eight a level II, and none a level III or IV.

Level I = 74%, Level 2 = 26%, Level 3 = 0%, Level 4 = 0%

- In Grade 8, a total of thirty six students took the exam. Twenty two scored a level I, fourteen a level II, and none a level III or IV.
Level I = 61%, Level 2 = 39%, Level 3 = 0%, Level 4 = 0%

All Grade Totals - Level I = 63.5%, Level 2 = 30.4%, Level 3 = 6.1%, Level 4 = 0%

After examining these results, we noticed that across all grades 6-8 most students scored a level I, and no students scored a level IV. In grade 7, the highest number of students scored below at the lowest level, I. grade level proficiency.

In the past, this was not the trend. Usually most of our students score a level II. Furthermore in the past we always had a very small percentage of ELLs scoring a level IV in the 6th and 7th grade whereas, this year we did not. A significant factor for the decline in our scores and that of schools throughout the city were due to the change in the scale score range for each level on the NYS 2010 ELA exam.

4a & b. The implications of these results are:

- To stress more strategies for reading and writing, so there will be more growth in L2.
- To implement differentiated instruction based on assessments results and student's language proficiency level within smaller grouping.
- To focus on the development of academic vocabulary and higher order thinking skills using Bloom's Taxonomy
- To scaffold instruction and conference more with students.
- To provide students with next steps in remediating the identified area of need
- To provide students with a level one and two with after-school and Saturday programs.
- To provide more native language support
- To provide students with AIS service in Language Arts during the school day consisting of no more than ten students per class.
- To assess more frequently in order to monitor comprehension and identify skills not mastered.

Math

• In reference to the NY State exam in Grade 6, a total of forty students took the exam. Fifteen scored a level I, twenty scored a level II and twelve a level III, and none a level 4.

Level I=20%, Level 2=50%, Level 3= 30%, Level 4 = 0%

• In Grade 7, a total of thirty-eight students took the exam. Twenty scored a level I, sixteen a level 2, two a level III, and one a level IV.

Level I = 53%, Level 2 = 39.1%, Level 3 = 5.3%, Level 4 = 2.6%

• In Grade 8, a total of forty-three students took the exam. Fifteen scored a level I, twenty-seven a level 2, one a level 3, and none a level 4

Level I = 34.9%, Level 2 = 62.8%, Level 3 = 2.3%, Level 4 = 0%

* We had a Sp. Ed ELL taking the NYSSA in ELA & Math and scored a Level 4 on both.

The results of this data indicated the following:

- The 6th grade had the highest percentage of students achieving at or above grade level proficiency 30%. which was significantly higher than our 7th and 8th grade
- Our 8th grade fared the lowest with only 2.3% achieving proficiency, which has been the trend for our 8th grade to score the lowest, however this was a significant drop from last years proficiency achievement rate. Once again the change in scale score ranges was a significant factor in the decline of our scores and that of schools throughout the entire city. effected the proficiency rating of NYS
- Our 7th grade, had the most students scoring a level I. 53.6% of the students who took the exam achieved at or above grade level proficiency, however this grade had the highest amount of students scoring a level 1.
- Only our 7th grade had a student scoring a Level IV, as was last year.
- From the 10 students who took the exam in their native language only 1 achieved proficiency.

The implications of these results are:

- To give concrete examples and ongoing opportunities to apply the concepts they are learning
- To implement differentiated instruction within smaller grouping
- To increase the usage of manipulatives.
- To provide students with a level one and two with after-school programs
- To provide students with AIS service in Math during the school day.
- To provide students with more practice using strategies to solve word problems.
- To increase the development of academic language in mathematics.
- To implement the usage of math journals so students can reflect on their learning.
- To address the different learning styles in lesson planning
- To implement more project based assessments that require higher order thinking skills
- To make concepts as real as possible
- To review daily

Science

In reference to the NY State Science exam that our students took in the fourth grade, a total of ninety-three students took the exam. Thirty one scored a level I, forty two a level II, eighteen a level III, and two a level IV.

Level 1=33.2%, Level 2=45.2%, Level 3= 19.4% Level 4 = 2.2%

After examining these results, we noticed that only 21.6% of the students who took the exam were able to achieve proficiency. From the 93 students who were tested only 3 took it in their native language and they fared on average about the same as those taking it in English, however 1 out of the 3 attained proficiency. Well planned intervention with highly monitored assessments must be implemented. To best address the specific needs of our ELLs we have purchased a science program, Access Science that is a standards-based middle school program designed for ELLs. It covers the content while developing their language proficiency in English. Coach Science, is used as a supplementary text to target the science concepts and skills students have demonstrated to need remediation in.

Instructional practices that our science teachers are implementing are as follows:

- Use benchmark assessments to pinpoint content knowledge that needs to be mastered
- Native language libraries aligned to the science curriculum
- Differentiating instruction within smaller grouping
- Break assessments into smaller chunks
- Introducing key concepts and vocabulary needed to understand content
- Increasing hands on learning through Labs
- Conducting experiments using the inquiry process
- Utilizing visual aids and graphic organizers
- Giving clear and precise directions and modeling
- Restating the lesson ideas as a summary in the end of each lesson
- Reviewing previously taught concepts
- Increasing the development of academic language in science.
- Infusing technology with instruction via Smart Boards, Power Points, and Laptops
- Trips (nature walks, Planetarium, The Hall of Science)

Social Studies

In reference to the NY State Social Studies exam that our students took in the fourth grade, a total of one hundred one students took the exam. Forty six scored a level I, twenty one a level II, thirty three a level III and one a level IV.

Level I = 45.5%, Level 2 = 20.8%, Level 3 = 32.7%, Level 4 = 1%

After examining these results, it was clearly evident that these scores were the most favorable from all other state test scores. However, the majority of scores were still in the level 1 range. For the students who took the exam in their native language most scored either a level 1 or level 3.

Once again, to best address the specific needs of our ELLs and maintain program consistency we purchased Access History. Content is standards based and age-appropriate. It provides best practices in ESL instruction with academic content.

The implications of these results are:

- To build background knowledge and connect content with students
- Native language libraries aligned to the social studies curriculum
- Introducing key concepts and vocabulary needed to understand content prior to reading or discussion
- Utilizing many visual aids such as timelines and graphic organizers
- Increasing the development of academic language in social studies
- Restating the lesson ideas as a summary in the end of each lesson
- Infusing technology with instruction via Smart Boards, Power Points, Virtual Tours and Laptops
- Conducting debates
- Infuse lessons with the Arts, role playing

In regards to how ELLs are faring in tests taken in English as compared to the native language there were very few students who chose to take the exam in their native language, therefore we were not able to note any significant difference. This did however indicate that our students feel academically stronger in English than their native home language. Their scores ranged from a level 1 to a level 3.

After analyzing the test data along with the Years of Service Report (RYOS), we noticed the following trend:

- All the students who took an exam in their native language were newcomers 0-3 years.

ELL Periodic Assessments

A specific analysis of data from the 1st periodic assessment, October 2009 demonstrated that for all grades (6-8) students scored the highest in the Listening modality. This is also evident in our 2010 NYSESLAT scores.

However these results did not hold true on the 2nd ELL Periodic Assessment for our 6th grade. This time their highest score was in Writing. This did not reflect on the 2010 NYSESLAT, where Writing was a modality needing improvement. This can be explained because on the NYSESLAT, the writing component of the exam requires writing an essay whereas this not required on the ELL Periodic Assessment. and 8th grade. The scores on the Reading component of the assessment demonstrate an area in need of improvement; which has always been the

trend in our data findings. The sixth grade overall fared better on both assessments than the 7th & 8th grade, which too, has been the trend. Significant Data Results :

- Our students made an overall gain from 75.02 to 81.52, whereas NYC average declined (70.83 to 70.41)
- Out of 126 students that took the exam 95 showed growth. Interestingly, this above average performance is not carried over on the ELA.

The school leadership and teachers are using the results of the ELL Interim Assessments to drive differentiated instruction, focus lesson planning, identify ELLs who need supplemental academic intervention services, and plan for professional development that demonstrates successful strategies to use with ELLs.

After analyzing the data from the Interim Assessments, the school is learning which specific skills ELLs are not meeting the standard on, and are targeting these skills in their instruction. The overall trend has shown a weakness in reading skills which correlates to the NYSESLAT results. This is why we have added two additional intervention programs that address reading comprehension skills, vocabulary, and fluency (REWARDS and Achieve 3000).

5. We currently do not have a Dual Language Program.

6. The success of our ELL programs is evaluated using the NCLB guidelines.

- Making adequate yearly progress in ELA and Mathematics
- Annual increases in the number or percentage of ELLs making progress in learning English (as determined by adequate scale score gains made in the combined modalities of the NYSESLAT)
- Annual increases in the number or percentage of ELLs attaining English proficiency by the end of each year, as determined by the NYSESLAT

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

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