



**[JOSEPH PULITZER IS 145]**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (30/Q/ 145)**

**ADDRESS: 33-34 80<sup>TH</sup> STREET, JACKSON HEIGHTS, NY 11372**

**TELEPHONE: 718-457-1242**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 30Q145      **SCHOOL NAME:** Joseph Pulitzer Intermediate School

**SCHOOL ADDRESS:** 33-34 80<sup>th</sup> Street, Jackson Heights, NY 11372

**SCHOOL TELEPHONE:** 718-457-1242      **FAX:** 718-335-0601

**SCHOOL CONTACT PERSON:** Dr. Dolores Beckham      **EMAIL ADDRESS:** Dbeckha2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Wilma E Berrios

**PRINCIPAL:** Dolores Beckham

**UFT CHAPTER LEADER:** Steven Melniszyn

**PARENTS' ASSOCIATION PRESIDENT:** Rafael Jimenez

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 30      **CHILDREN FIRST NETWORK (CFN):** Cluster 2, CFN 208

**NETWORK LEADER:** Mr. John O'Mahoney

**SUPERINTENDENT:** Dr. Philip 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
Dr. Dolores Beckham	*Principal	
Beatrice Johnson	Assistant Principal	
Steven Melniszyn	*UFT Chapter Leader	
Rafael Jimenez	*PA/PTA President	
Barbara Ortiz	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maritza Agrello	DC 37 Representative, if applicable	
Wilma E Berrios	SLT Chairperson/UFT	
Maria Vega Mairelys Alfau Fatimeh Abdullah	CBO Representatives	
Maria Restrepo	PTA Parent Member	
Mirna Wilson	PTA Parent Member	
Elizabeth Garcia	PTA Parent Member	
Gabriela Tibball	PTA Parent Member	
Irene Musorrafiti	Member/UFT	
David Reinoso	Member/UFT	
Ruth Nieves	Member/DC 37	

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

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

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

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Joseph Pulitzer Intermediate School 145's educational mission is to create a community of active learners enabling our students to fulfill their intellectual potential in a supportive learning environment. IS 145 strives to prepare our students for the 21<sup>st</sup> Century via critical literacy, information management and problem solving skills. Our goal is to work collaboratively and cooperatively with all stakeholders.

IS 145 is a Title I school. We are a large, urban, ethnically and culturally diverse middle school located in the heart of Jackson Heights, N.Y. Our school is comprised of over 2000 students representing 38 different countries and over 21 different languages. Our faculty of over 200 members equally represents our diverse student population. Our educational staff is a community of active learners. In addition we foster a learning environment which helps our students in the development of 21<sup>st</sup> Century skills.

IS145 is unique, despite its size and being significantly overcrowded, we offer our students a sense of belonging and the opportunity to develop their talents and reach their goals. Over the past few years we have embraced the restructuring process to develop five smaller learning communities each has its own individual, physical and cultural identity. The culture and climate of each academy (whether "*Math and Business*", "*Science and Technology*", "*Journalism and Media Arts*", "*Law and Humanities*" or "*International Academy*") is demonstrated in our curricula, extra curricular programs, house meetings, excursions and even in the murals that adorn our hallways.

In the *International Academy*, The English Language Learners are placed in free-standing ESL, Dual Language or Bilingual Programs per parents' choice. Our school is also proud to service our parents by offering classes in English as a Second Language, Computers, GED courses and workshops.

We have a significant number of students who are on the honor roll as well as in the ARISTA National Honor Society. Our school has maintained an attendance rate of over 95%. Our classroom environment reflects standards-based instruction where students are engaged in accountable talk, project-based learning, differentiated instruction, and cooperative learning. As you walk through IS 145, you will see a showcase of students' work, portfolios, artifacts, computer-based projects, and standards-based bulletin boards.

Our Positive Behavior Intervention Program helped to foster good student citizenship and moral values. IS 145's academic content areas are comprised of Mathematics, Science, Social Studies and English Language Arts. We have Physical and Health Education classes. Students can select from a variety of courses including the Renzulli School Enrichment Model, sports, Greek, chess, cinematography, entrepreneurship classes, law, media & arts and ballroom dancing. In addition, we have academic preparation for the standardized exams, and reporting for our WDEN Television Studio.

Socially, there are many club activities: cheerleading, basketball, handball, drama, poetry, computer mouse squad, theatre, ballroom dancing, jewelry making, arts & crafts, to help our students enrich their lives and better achieve. We have local and out of state trips. The student community participates in video-conferencing with other schools. Our children participate in weekly assemblies, art, band, choral as well as home economic classes. They wear uniforms and participate in community projects such as NY Cares Day, Police Department Young Explorers Club and our Thanksgiving and Holiday Giving Tree Programs.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>	I.S. 145 Joseph Pulitzer									
<b>District:</b>	30	<b>DBN:</b>	30Q145	<b>School BEDS Code:</b>	343000010145					
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7	√	11			
	K		4		8	√	12			
	1		5		9		Ungraded	√		
	2		6	√	10					
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		94.4	95.2	TBD			
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>						
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		93.2	94.1	TBD			
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>						
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	0	0	0		75.2	72.4	87.9			
Grade 6	564	647	643	<b>Students in Temporary Housing - Total Number:</b>						
Grade 7	650	585	684	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	666	673	631		9	12	TBD			
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		164	159	39			
Grade 12	0	0	0	<b>Special Education Enrollment:</b>						
Ungraded	0	1	3	(As of June 30)	2007-08	2008-09	2009-10			
Total	1880	1906	1961		157	227	TBD			
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	12	21	44	Principal Suspensions	4	9	TBD			
# in Collaborative Team Teaching (CTT) Classes	45	53	61	Superintendent Suspensions	0	0	0			
Number all others	87	119	103	<b>Special High School Programs - Total Number:</b>						
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>					CTE Program Participants	0	0	0		
(BESIS Survey)					Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	<b>Number of Staff - Includes all full-time staff:</b>						
# in Transitional Bilingual Classes	140	171	91	(As of October 31)	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	62	59	48	Number of Teachers	131	131	TBD			
# receiving ESL services only	249	319	357							

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	13	73	Number of Administrators and Other Professionals	27	24	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	77.9	80.9	TBD
				% more than 5 years teaching anywhere	63.4	65.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	89.0	94.0	TBD
American Indian or Alaska Native	0.1	0.2	0.2		89.7	86.7	TBD
Black or African American	3.4	2.8	2.3				
Hispanic or Latino	85.7	85.7	86.8				
Asian or Native Hawaiian/Other Pacific Isl.	8.8	9.5	8.8				
White	2.0	1.8	1.7				
<b>Male</b>	50.9	49.8	48.9				
<b>Female</b>	49.1	50.2	51.1				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial							
Students with Disabilities	√	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	8	8	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	W		
<b>Overall Score:</b>	83.2			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	W		
School Environment:	12.1			Quality Statement 2: Plan and Set Goals	W		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	W		
School Performance:	20.3			Quality Statement 4: Align Capacity Building to Goals	W		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	W		
Student Progress:	41.8						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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?
- 

**The most current data from the 2010 *New York State Report Card* shows that:**

*6th, 7th and 8th grade students in Levels 3 and 4 in English Language Arts (ELA) indicate the following:*

- 675 students out of 1,912 for all student subgroups were in Levels 3 and Level 4
- 18 out of 444 students in the LEP sub-group were in Level 3 and Level 4
- 11 students out of 213 students with disabilities scored in Level 3 and Level 4

*6th, 7th and 8th grade students in Levels 3 and 4 in Mathematics indicate the following:*

- 1,052 students out of 1,912 for all student subgroups were in Levels 3 and Level 4
- 133 out of 500 students in the LEP sub-group were in Level 3 and Level 4
- 46 students out of 213 students with disabilities scored in Level 3 and Level 4
- 48% of all our Level 1 students in Math moved to become Level 2

As a result of data gathered through formal and informal administrative observations, the overview of needs delineated in the Quality Review document, City-wide aggregate data from the Curriculum Audits and conversations with teachers, it was determined that there is a need for greater use of formative and summative assessment data to differentiate instruction as a teaching methodology in all content areas.

A reflective collaborative process was engaged in during Administrative Cabinet meetings, Instructional Cabinet Meetings, Inquiry Team meetings, and School Leadership Team meetings.

As a result of data analysis discussion and reflection, our aforementioned constituencies determined that we need to:

- continue to improve student achievement in ELA/Math with the use of formative assessment tools and programs such as Diagnostic Reading Assessments (DRAs) Teachers College Reading and Writing Program, running records, acuity, essays, projects, core tests, teacher assessments, and portfolios;

- include pre-tests, interim assessment benchmarks and post tests to evaluate student progress;
- continue the administration of running records and core tests and review of Teacher Assessment Notebooks (TANs);
- foster improved literacy skills for our students by teaching literacy skills in the content areas of mathematics, social studies and science;
- build up teachers' confidence and comfort level using technology in the content areas.

Based on all the aforementioned findings, each of our academy leaders and our coaches, will design professional development programs for all teachers and will offer similar professional development to our parent community.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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***Goal 1: By June 2011, there will be a 2% increase of students making one to one-and-a-half year's growth (with special concentration on ELLs, Students with disabilities and at risk students) through: professional development, the use of student data, differentiated instruction and technology to enhance ELA instruction as measured by the NYS ELA Exam.***

Based on a comprehensive needs assessment it was determined that following opportunities for growth and improvement should be increased: inter-visitation, student work analysis, creating units of study for differentiation of instruction, study groups. Therefore, our goal will be to increase student achievement by providing teachers with time to meet on a weekly basis by grade level. They will utilize the Inquiry Team's recommendations that set the tone for all teachers which encourages teacher discussion and collaboration. A primary focus is the infusion of writing across the content areas

***Goal 2: By June 2011, there will be a 2% increase of students (with special concentration on ELLs, Students with disabilities and at risk students) making one to one- and-a-half years growth as measured by the NYS Math Exam.***

Our leadership team conducted a needs assessment for mathematics. It was determined that students in targeted subgroups such as ELLs, SWDs and at-risk students are having difficulty meeting proficiency. Therefore, the needs of our targeted subgroups in Mathematics will remain a priority. In order to address this goal, there will be ongoing training for teachers in the areas of assessment tools (such as Acuity, projects, essays, pre-post core tests, teacher assessment portfolios, and the New York State Mathematics Test), rubrics for evaluation, effective questioning techniques, analysis of student work, projects and writing. The training will focus on the student data, project development using the Backward Design, and essay writing. Technology study groups will meet on a bi-weekly basis to share ideas and lessons that integrate technology. We will increase the number of Smart Board set-ups and mobile laptop carts available for teacher and student use. Additionally we will provide training for teachers in technology programs such as Geometer's Sketchpad, use of graphing calculators, and math websites.

***Goal 3: By June 2011, there will be a 5% increase in the percentage of ELL students in self-contained classrooms scoring a gain of one level from intermediate to advance in the reading and writing modalities of the NYSESLAT exam. This represents an improvement in proficiency from the 2009-10 school year of 2.5% (8 students) to 3% (19 students). This will be accomplished through the use of technology software.***

Our needs assessment indicated that our school uses technology, there is a need to infuse technology into all content areas in order to enhance instruction, specifically targeting ELLs that are in self-contained (12:1, 12:1:1) programs. This will be accomplished through professional development and sharing best practices to improve the use of data through technology to enhance instruction. Teachers will do an analysis of: student work, the use

of assessment tools, differentiated instruction and the use of technology for reading and writing in all content areas. Teacher will participate in classroom inter—visitations and students will utilize technology for projects and presentations.

***Goal 4: By June 2011, the number of parents actively involved in our PTA will increase by 3%, as measured by their attendance sheets as they participate in our curricular and extra-curricular activities, such as Science and Social Studies Fairs, Parent Workshops, Winter/Spring concerts, PTA meetings and Saturday and evening activities.***

Although parents regularly attend school-wide activities and meetings, our SLT reviewed parent attendance data and it was determined that increasing parental participation and attendance will continue to remain a goal for the upcoming school year. We will continue to provide quality classes and workshops, both during and after school, and on weekends to assist new families in becoming acclimated to this country. In addition, we will provide parents with classes in ESL, Computers and GED Preparation. Workshops and seminars will be given in Stress Reduction, Parenting Skills, Safety, Financial, Health Instruction, as well as other topics. There will be continuation of parental participation in our Parent Teacher’s Association and School Leadership Team meetings. Parents will be encouraged to become more involved in the school life through volunteering their services and attending our many awards and performance evenings and thematic enrichment activities. More of our parents will be encouraged to join our current team of Learning Leaders to assist in the classroom as well.

***Goal 5: By June 2011 beginning teachers will receive weekly mentor support to assist them to become, “Emerging Teachers” as defined by, “The Continuum of Teacher development” as measured by 80% of new teachers who will attain the professional growth necessary to become an emerging teacher on two out of the six Professional Teaching Standards adopted by NYC.***

The mentor will use classroom and student data to provide both in-classroom support in addition to one-on-one conferencing and planning time. The mentor is required to maintain official records documenting the mentoring experience on the New Teacher Induction Mentoring System (NTIMS).

**SECTION VI: ACTION PLAN**

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

**Subject/Area : ELA (English)**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, there will be a 2% increase of students making one to one-and-a-half years growth (with special concentration on ELLs, Students with disabilities and at risk students) through: professional development, the use of student data, differentiated instruction and technology to enhance ELA instruction as measured by the NYS ELA Exam.</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Professional Development:</u></b></p> <ul style="list-style-type: none"> <li>• Training will be differentiated according to teachers’ needs and experience with a focus on progress monitoring to meet the needs of all subgroups during their designated PD period.</li> <li>• There will be ongoing training in the use of different assessment tools such as: running records, periodic assessments, item analysis of the New York State Exams, core writing tests, projects, portfolios and rubrics.</li> <li>• Moderation sessions will be used to examine the effectiveness of the use of writing frames across the content areas, writing tracking sheets, reading and writing strategies, and classroom inter-visitation.</li> <li>• Professional Learning Communities will be one of the vehicles to create, refine and eventually archive units of study to meet students’ needs. PLC will be also utilized to showcase teachers’ experiences in order to broaden their professional knowledge.</li> <li>• Topics for training will continue to be aligned with New York State Standards/Core Curriculum as applied to the genre studies in each grade, strategies and methodologies to address all students’ needs.</li> </ul> <p><b><u>Responsible Staff:</u></b> Principal, ELA Assistant Principal, Staff Developers/Literacy Coach, (both internal and external), and Teachers.</p>

	<p><b>Follow-up:</b> During professional development periods, effective strategies and trends in researched-based educational practices will be shared among colleagues to develop a common language and vision. As indicated by the second round of running records, student reading levels will increase. TANs will reflect student progress as a result of teachers using best practices. Assistant Principals will do formal and informal observations. Student portfolios and teachers' TAN notes will be monitored by administration three (3) times per year to support teachers' growth.</p> <p><b>Implementation Timeline:</b> September 2010 – June 2011</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>• Funding for substitutes or coverage by teachers funded through <b>Tax Levy</b></li> <li>• Teacher release time paid for through <b>Tax Levy</b></li> <li>• Assistant Principals are funded through <b>Tax Levy, C4E</b></li> <li>• Consultants from the RSSC, DOE, etc, are being funded through <b>Title I</b> funds</li> <li>• PLC funded through <b>Tax Levy</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Initial Indicator:</b> Writing samples, running records, ELA scores item analysis to identify patterns in order to plan and select materials and strategies for all students. Low-achieving students will be identified for Academic Intervention Services and special services. November 2010, portfolio checks by ELA Assistant Principal as well as TAN notes and student journals.</p> <p><b>Mid-Term:</b> Writing Samples from the November 2010 Core Test and running records will be used to compare and make adjustments according to curriculum. March 2011 second portfolio checks by each Academy Assistant Principal following a standard-based rubric.</p> <p><b>End-Term:</b> Writing samples from the core test and running records will be used to re-evaluate student progress that will be used to make adjustments in the program. May 2011, third portfolio checks by each Academy Assistant Principals following a standard based rubric.</p> <p><b>Projected Gain:</b> 2% increase of students making one to one- and-a-half years growth on the NYS ELA Exam <b>(with special concentration on ELLs, Students with disabilities and at risk students)</b></p>

**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):** MATHEMATICS

<p><b>Annual Goal 2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, there will be a 2% increase of students (with special concentration on ELLs, Students with disabilities and at risk students) making one to one- and-a-half years growth as measured by the NYS Math Exam.</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Professional Development:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Professional Development:</u> There will be ongoing training for all staff in the proper use of assessment tools in math, rubrics for evaluation, effective questioning techniques, analysis of student work, projects, literacy techniques and strategies for reading and writing (constructed response essays) in mathematics, differentiated instruction and finally infusing technology into the curriculum. Teachers will use TAN, student conferencing and student portfolios to further assess their students.</li> <li>• <u>Continuation of Integrated Algebra:</u> The top 20% of math students across all Academies will be given the opportunity to take the 9<sup>th</sup> grade Integrated Algebra Regents. Teachers of all honors classes will compact the curriculum for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade honor students to prepare all honors math students for 9<sup>th</sup> grade math in grade 8.</li> <li>• <u>Data Driven Instruction for all Math Teachers:</u> The instructional team and cabinet will facilitate teachers learning to collect and use data to monitor student progress for all students especially students of subgroups and students at risk of falling behind (ELL’s, students with disabilities, and low level students), including all Level 1 – 4 students.</li> </ul> <p><b><u>Responsible Staff:</u></b> Professional development will be given once a week by the Math Assistant Principal, Math Coach, Math Lead Teacher, internal and external Staff Developers, and Math teachers who will facilitate classroom inter-visitations.</p>

	<p><b><u>Implementation Timelines:</u></b> September 2010 – June 2011</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>• Funding for substitutes or coverage by teachers funded through <b>Tax Levy</b></li> <li>• Teacher release time paid for through <b>Tax Levy</b></li> <li>• Assistant Principals are funded through <b>Tax Levy, C4E</b></li> <li>• Consultants from the RSSC, DOE, etc, are being funded through <b>Title I</b> funds</li> <li>• Inquire Team funded through <b>Tax Levy</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Follow-Up.</u></b>  During professional development periods student work will be shared among colleagues and the results of inter-visitations. As indicated by the results of pre- and post-tests, students' scores will increase. TANs will reflect student progress as a result of teachers' using best practices. Assistant principals will do formal and informal observations. Student portfolios and teachers TAN notes will be monitored by administration 3 times per year to support teachers' growth.</p> <p><b><u>Periodic Reviews:</u></b> Core Tests, given in October, January and April. Acuity Tests and Mid-Terms. Unit Pre and Post tests given.</p> <p><b><u>Projected Gains:</u></b> 2% increase of students making one to one- and-a-half years growth on the NYS Math Exam (with special concentration on ELLs, students with disabilities and at risk students).</p>

**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):** TECHNOLOGY/ELL's (SWD's)

<p><b>Annual Goal 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><i>By June 2011, there will be a 5% increase in the percentage of Ell Students in self-contained classrooms scoring a gain of one level from intermediate to advanced in the reading and writing modalities of the NYSESLAT exam. This represents an improvement in proficiency from the 2009-10 school-year of 2.5% (8 students) to 3% (19 students). This will be accomplished through the use of technology software</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Professional Development:</u></b></p> <ul style="list-style-type: none"> <li>• There will be ongoing training to assist teachers to integrate multiple learning styles within their lessons through professional development, classroom support, and interclass visitation.</li> <li>• There will be continuous professional development in inquiry investigation and essential skills to increase student understanding.</li> <li>• Training will continue in the utilization of technology:             <ul style="list-style-type: none"> <li>○ <b>Achieve 3000</b></li> <li>○ <b>Destination Math</b></li> <li>○ <b>Learning Village Science Program</b></li> <li>○ <b>Destination Reading Smart for Ells</b></li> </ul> </li> </ul> <p><b><u>Targeted Population:</u></b></p> <ul style="list-style-type: none"> <li>• ELLs in self-contained classes (12:1; 12:1:1)</li> </ul> <p><b><u>Responsible Staff:</u></b></p> <ul style="list-style-type: none"> <li>• Assistant Principals, Staff Developers, Literacy Coach and Lead Teachers, and teachers of ELLs who have self-contained classes (12:1; 12:1:1)</li> </ul> <p><b><u>Follow-up</u></b> The action plan will be reviewed monthly at departmental meetings and will be revised according to</p>

	<p>teacher feedback, student notebooks, portfolios, and journals. Logs of teacher visitation to observe best practices will be discussed at follow-up meetings. Feedback from informal/formal observations done by administration will help support professional development and the revision of the action plan.</p> <p><b><u>Implementation Timelines:</u></b> September 2010 – June 2011</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>• Funding for substitutes or coverage by teachers funded through <b>Tax Levy</b></li> <li>• Teacher release time paid for through <b>Tax Levy</b></li> <li>• Assistant Principals are funded through <b>Tax Levy, C4E</b></li> <li>• Consultants from the RSSC, DOE, etc, are being funded through <b>Title I</b> funds</li> <li>• Inquire Team funded through <b>Tax Levy</b></li> <li>• Grants (Title III LEP; SIFE),</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial Indicator:</u></b> Utilizing reading and writing modalities based on the NYSESLAT exam given to our ELLs within self-contained (12:1; 12:1:1) programs.</p> <p><b><u>Mid-Term:</u></b> Periodic teacher assessments, software generated, and teacher teams looking at student work will support the revision of the plan as needed.</p> <p><b><u>End-Term:</u></b> Teacher surveys in addition to informal/formal observations by administration will indicate teacher needs.</p> <p><b><u>Projected Gains,</u></b> there will be a 5% increase in the percentage of ELL students in self-contained (12:1; 12:1:1) classrooms scoring a gain of one level from intermediate to advanced in the reading and writing modalities of the NYSESLAT programs.</p>

**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):** PARENT INVOLVEMENT

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 4:</b> <i>By June 2011, the number of parents actively involved in our PTA will increase by 3%, as measured by their attendance sheets as they participate in our curricular and extra-curricular activities, such as Science and Social Studies Fairs, Parent Workshops, Winter/Spring concerts, PTA meetings, Saturday and evening activities.</i></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Professional Development:</u></b></p> <ul style="list-style-type: none"> <li>• We will continue to provide quality classes and workshops, both during and after school, and on weekends to assist new families in becoming acclimated to this country.</li> <li>• We will continue to provide parents with classes in ESL and Computers.</li> <li>• We will provide workshops and seminars in Stress Reduction, Parenting Skills, Safety, Financial, Immigration, Health Instruction, High School and College Preparation, as well as other topics and resources for proper integration from staff/consultants.</li> <li>• Continue parental participation in our Parent Teacher’s Association and School Leadership Team and inform them how important their participation in this program is.</li> <li>• More of our parents will be encouraged to join our current team of Learning Leaders to assist in the classroom as well.</li> <li>• Parents will be encouraged to become more involved in the school life by volunteering their services and attending our many award ceremonies, performance evenings and thematic enrichment activities.</li> <li>• Parents will continue to have the opportunity to participate in workshops and seminars in Computer Skills, Stress Reduction, Parenting, Skills, Financial, Health Instruction, Arts and Crafts, Well Being, Career Development, Student Academic, Science Oriented Projects, High School and College Readiness, as well as other topics that will be provided throughout the year.</li> <li>• Organizations such as The Leadership Program Century 21, Learning Leaders, Urban Advantage in conjunction with the Parent Coordinator will help provide the resources for proper integration for staff, students and parents.</li> </ul>

	<p><b><u>Responsible Staff:</u></b> Consultants, Community Based Organizations, PTA, Parent Coordinator, Teachers</p> <p><b><u>Implementation Timeline:</u></b> September 2010 – June 2011</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include 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>	<ul style="list-style-type: none"> <li>• 1% allocation for Title I Parent Involvement Program</li> <li>• Title III Parental Involvement Program</li> <li>• Tax Levy</li> <li>• Reimbursable</li> </ul> <p><b>Private Grants and Fundraisers</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Initial Indicator:</u></b>  3% increase in parental participation in all school activities and in membership on PTA and SLT.</p> <p><b><u>Interim Progress Review:</u></b>  Formal and informal conversations with CBO, SLT, Consultants on a quarterly basis</p>



	<p><b><u>Expansion of Program-</u></b> Second year and struggling teachers, as well as teachers in need of further support, will continue to advance their growth by meeting with coaches and lead teachers on a regular basis. They will be invited to join in conversations of professional development designed to meet new teacher needs and inform instruction. New teachers will regularly participate in professional development arranged by their Academy as well as by their subject department.</p> <p><b><u>Implementation Timelines:</u></b> September 2010 – June 2011</p> <p><b><u>Responsible Staff Members:</u></b> Mentor, ELA/Math Coaches</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>• Funding for substitutes coverage by teachers funded through <b>Tax Levy</b></li> <li>• Teacher release time paid for through <b>Tax Levy</b></li> <li>• Mentor/Assistant Principals are funded through <b>Tax Levy, C4E</b></li> <li>• Inquiry team funded through <b>Tax Levy</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Mentors will guide teachers through their own self-assessment and setting of goals using FAS Tools such as the Collaborative Assessment Log, Classroom Observation, Planning Tool, and Professional Teaching Standards along with the Continuum of Teacher Development. Assessment on the Continuum of Teacher Development will be documented by the mentor in NTIMS on <b>a monthly basis</b>, and used as a tool of self-assessment by new teachers throughout the school year.</p>

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# 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	360	230	140	138	22	*	*	*
7	382	279	129	106	25	*	*	*
8	460	296	198	166	23	*	*	*
9								
10	<b>*Indicates mandated services which are not targeted for students receiving AIS. Consult Part B.</b>							
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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Additional instruction that supplements regular class instruction, during the day-before and after school, through push-in and pull-out models. Use of Wilson Reading System, rewards reading comprehension strategies, word wall, small groups and one to one conferencing. The Father Bellini and 21 <sup>st</sup> century programs provide additional tutoring to struggling students in the 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grades.
<b>Mathematics:</b>	Additional instruction before and after school. Use of the Impact Differentiation Handbook as well as the resource kit. The Father Bellini and 21 <sup>st</sup> Century Programs provide additional tutoring to struggling students in the 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grades. Small group instruction as well as one-to-one conferencing. In addition push in AIS services are also used during the school day.
<b>Science:</b>	Additional instruction during the day, after school and Saturday enrichment programs through push in and small group instruction. AIS teachers focus on writing strategies in science based on ELA and Math standards. The Father Bellini, and 21 <sup>st</sup> Century Programs provide additional tutoring to 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students.
<b>Social Studies:</b>	Additional instruction that supplements regular class instruction, during the day-before and after school, through push-in and pull-out models. AIS teachers focus on writing strategies in social studies based on ELA standards. The Father Bellini, and 21 <sup>st</sup> Century Programs provide additional tutoring to struggling students in the 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance Counselors provide at-risk services to all students in grades 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade in addition to their assigned caseloads.
<b>At-risk Services Provided by the School Psychologist:</b>	Our school psychologists provide services based on their mandated caseloads. The Elmhurst Mental Health Clinic also supports our students by providing mental health services mandated and at risk.
<b>At-risk Services Provided by the Social Worker:</b>	The Elmhurst Mental Health Clinic also supports our students by providing mental health services mandated and at risk (social workers as well as a Psychiatrist).
<b>At-risk Health-related Services:</b>	At risk medical services are provided by the Elmhurst Clinic based on our premises for all students in 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade. There are two nurses on staff as well as a Nutritionist, Medical Doctor that also service our students.

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP  
Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_  
School Building Instructional Program/Professional Development Overview

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

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

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

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**Section III. Title III Budget**

School: 30Q145 BEDS Code: 343000010145

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)  <b>\$43,287</b>	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)  <b>\$3,000</b>	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel – Transportation of Pupils</b>	<b>\$6,813</b>	
<b>Other – Equipment</b>	<b>\$20,000</b>	
<b>TOTAL</b>	<b>\$73,100</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

---

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

85% of the school population come from Spanish speaking homes. Monthly newsletters go home in at least two languages.

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.

Low incident language students receive language translation in their native language during their state exam in Mathematics and Science. These translation services are provided by Legal Interpreting Services division. The translators provide simultaneous translation in student language during the tests.

#### **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 sent to parents will be done by in-house Spanish translators, as needed.

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

Oral interpretation services are provided by the in-house multi-lingual staff in the parents native languages during Parent-Teacher meetings, School Leadership Meetings and conferences.

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>.

School does fulfill Section VII of the Chancellor's Regulations A-663 by:

- "Providing each parent whose primary language is a covered language and who require language assistance services with a copy of the bill of Parent Rights and responsibilities which includes their rights regarding translation and interpretation services.
- Posting in our Main School Lobby a sign in each of the covered languages or most prominent languages indicating the availability of interpretation services.
- Creating a Safety plan containing procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
- Obtaining for parents of more than 10% of the students that speak a primary language that is neither English nor a covered language, from the Translation and Interpretation Unit a translation into such language of the signage and forms as required.

**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:	1,272,226	33,766	1,305,992
2. Enter the anticipated 1% set-aside for Parent Involvement:	12,722	338	13,060
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	63,612	*	
4. Enter the anticipated 10% set-aside for Professional Development:	127,223	*	

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

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

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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

### ***Explanation/Background:***

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

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

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

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

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			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 <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			1,008,669	✓	
Title I, Part A (ARRA)	Federal	✓			33,428	✓	
Title II, Part A	Federal			✓	-----		
Title III, Part A	Federal	✓			73,100	✓	
Title IV	Federal			✓	-----		
IDEA	Federal		✓		-----		
Tax Levy	Local	✓			7,966,952	✓	

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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### **Part A: FOR TITLE I SCHOOLS**

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

The STH population is 3 students.

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

We provide all services mandated for these children based on their education rights as per the McKinney-Vento Homeless Assistance Act.

### **Part B: FOR NON-TITLE I SCHOOLS**

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

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

*This appendix will not be required for 2010-2011.*

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 145 Joseph Pulitzer					
<b>District:</b>	30	<b>DBN:</b>	30Q145	<b>School</b>		343000010145

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.4	95.2	95.2
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	647	643	645				
Grade 7	585	684	659				
Grade 8	673	631	731				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	3	4				
<b>Total</b>	<b>1906</b>	<b>1961</b>	<b>2039</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	93.2	94.1	95.5

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	75.2	87.9	83.9

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	9	12	42

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	164	159	39

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	21	44	83	Principal Suspensions	157	227	245
# in Collaborative Team Teaching (CTT) Classes	53	61	74	Superintendent Suspensions	4	9	10
Number all others	119	103	96				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	171	91	TBD				
# in Dual Lang. Programs	59	48	TBD				
# receiving ESL services only	319	357	TBD	Number of Teachers	131	131	134
# ELLs with IEPs	13	73	TBD	Number of Administrators and Other Professionals	27	24	18

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

				Number of Educational Paraprofessionals	1	1	11
--	--	--	--	---	---	---	----

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	35	% fully licensed & permanently assigned to this school	100.0	100.0	99.1
				% more than 2 years teaching in this school	77.9	80.9	85.8
				% more than 5 years teaching anywhere	63.4	65.6	70.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	94.0	93.3
American Indian or Alaska Native	0.2	0.2	0.1	% core classes taught by "highly qualified" teachers	89.7	86.7	88.2
Black or African American	2.8	2.3	2.4				
Hispanic or Latino	85.7	86.8	88.9				
Asian or Native Hawaiian/Other Pacific	9.5	8.8	7.5				
White	1.8	1.7	1.0				
<b>Male</b>	49.8	48.9	50.2				
<b>Female</b>	50.2	51.1	49.8				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	51.9	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	10.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	7	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	31.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	3					

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

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

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

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Phone (718) 457-1242 Fax (718) 335-0601  
Dr. Dolores Beckham, Principal

*Ms. Sloane Titus, Asst. Principal, Math & Business Academy, Ms. Beatrice Johnson, Asst. Principal, Science & Technology,  
Ms. Elayne Federman, Asst. Principal, Journalism & Media Arts, Mr. Robert Nikc. Asst. Principal, Law & Humanities  
Mr. Ivan Rodriguez, Asst. Principal, International Bridge Academy, Wilma Berrios, Assistant Principal I.A.*

## School Parent Compact

Joseph Pulitzer, I.S. 145Q and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

### Required School-Parent Compact Provisions School Responsibilities

Joseph Pulitzer, I.S. 145Q will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- ⇒ hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

*Parent-Teacher's Conferences will be held on the following dates for the 2008-2009 school year:*

*November 16, 2010 – 1:00p.m. – 3:00p.m.  
November 16, 2010 – 6:00p.m. – 8:30p.m.*

*February 17, 2011 – 1:00p.m. – 3:00p.m.  
February 17, 2011 – 6:00p.m. – 8:30p.m.*

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

*Progress reports will be distributed quarterly  
Report cards will be distributed quarterly*

- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

*Yearly Open Houses for each Academy  
Monthly P.T.A. Meetings where Student of the Month Certificates, Honor Roll and Principal's Honor Roll Awards are presented.*

*Parents can speak with staff members during Parent-Teacher's Conference*  
*Parents can have a one to one conference with their child's teachers*  
*Parents are given an opportunity to volunteer and participate in their child's class*  
*Parents are entitled to observe classroom activities where their child is involved*  
*Parents are entitled to participate in professional development that the school provides*  
*(i.e. literacy classes, workshops, seminars and cultural educational trips)*

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

*Parents are encouraged to come and volunteer their time in accordance with the Department of Education's Regulations, during the school day and/or before and afterschool activities.*

*Parents are also encouraged to become Learning Leaders.*

*Parents are entitled to observe classroom activities where their child is involved.*

- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- ⇒ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ⇒ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ⇒ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ⇒ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ⇒ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

### **Parent Responsibilities**

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

- ⇒ supporting my child's learning by making education a priority in our home by:
  - making sure my child is on time, dressed in full uniform and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;

- providing an environment conducive for study;
  - making sure that homework is completed;
  - monitoring the amount of television my children watch;
- ⇒ volunteering in my child’s classroom as needed ;
- ⇒ participating, as appropriate, in decisions relating to my children’s education;
- ⇒ participating in school curricular and extra curricular activities on a regular basis;
- ⇒ promoting positive use of my child’s extracurricular time.
- ⇒ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school’s discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

**Optional Additional Provisions**

**Student Responsibilities (revise as appropriate to grade level)**

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

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

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**SCHOOL-STUDENT-PARENT COMPACT 2010-2011**

The Joseph Pulitzer School, I.S. 145 and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improving student academics achievement and the means by which the school, students and parents will build and develop a partnership that will help children achieve the State's high standards. The attached School-Student-Parent Compact is in effect for the above-mentioned school year.

---

I understand the attached School-Student-Parent Compact and agree to adhere to it.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Print Student's Name

\_\_\_\_\_  
Print Parent/Guardian's Name

\_\_\_\_\_  
Class

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Dolores Beckham, Principal, I.S. 145

**(Please returned the signed document to the Academy Director or to the Main Office)**

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Dr. Dolores Beckham, Principal

## **ACUERDO ENTRE ESCUELA, ESTUDIANTE Y PADRES 2010-2011**

La Escuela Intermedia Joseph Pulitzer School, I.S. 145 , estudiantes y padres de los estudiantes participantes en las actividades, servicios y programas auspiciados bajo los fondos del Título I, Parte A de la Acta Educación Elemental y Secundaria, concuerdan que este contrato delinea como los padres, el personal de la escuela, y los estudiantes han de compartir la responsabilidad de mejorar los logros académicos de los estudiantes, los medios por el cual la escuela y los padres establecerán y desarrollaran alianzas conjuntas que ayudaran a los estudiantes a alcanzar las altas metas académicas del Estado. El Acuerdo Entre Escuela, Estudiante y Padres adjunto estará en vigor en al año académico antes mencionado.

---

Sirva la presente para certificar que hemos recibido una copia del Acuerdo Entre Escuela, Estudiantes y Padres adjunto, el cual entendemos y nos comprometemos a cumplir.

\_\_\_\_\_  
Firma del Estudiante

\_\_\_\_\_  
Firma de los Padres/Guardián

\_\_\_\_\_  
Nombre del Estudiante – Letra de Molde

\_\_\_\_\_  
Nombre de los Padres – Letra de

\_\_\_\_\_  
Clase

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Dr. Dolores Beckham, Principal, I.S. 145

**(Firme y devuelva al Director de la Academia o envíe a la Oficina Principal de la Escuela)**

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>2CFN208</b>	District <b>30</b>	School Number <b>145</b>	School Name <b>Joseph Pulitzer</b>
Principal <b>Dr. Dolores Beckham</b>		Assistant Principal <b>Mr. Ivan Rodriguez</b>	
Coach <b>Ms. Kelly McNulty</b>		Coach <b>Ann Zajac</b>	
Teacher/Subject Area <b>Smith Jorge (ESL)</b>		Guidance Counselor <b>Carmen Persichitti</b>	
Teacher/Subject Area <b>Cecilia Delgado (Science)</b>		Parent <b>Geri Fils-Aime</b>	
Teacher/Subject Area <b>Candy Sagastegui (Math)</b>		Parent Coordinator <b>Maria Rodriguez</b>	
Related Service Provider <b>Rebekka Plaia</b>		Other <b>Maria Garrido (ESL Coordinator)</b>	
Network Leader <b>John O'Mahoney</b>		Other <b>Robert Nikc (AP)</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>16</b>	Number of Certified Bilingual Teachers	<b>4</b>	Number of Certified NLA/Foreign Language Teachers	<b>5</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>2044</b>	Total Number of ELLs	<b>531</b>	ELLs as Share of Total Student Population (%)	<b>25.98%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

IS 145 follows the mandated protocols to place ELLs where they can benefit the most. The bilingual staff comprised of a secretary, guidance counselor, parent coordinator, bilingual coordinator and Assistant Principal are highly trained to assist parents in their native language about the following: completion of documents (HLIS etc.), program choices, administration of formal and informal assessments, academic expectations, and the support system in general. The LABR is administered by a licensed ESL teacher within the ten days time period and the results are used to place the students based on parent's choice and proficiency. Once ELLs take the NYSESLAT, they are placed accordingly based on their performance.

Parents are constantly invited in writing to visit the school to: attend workshops, discuss their child's progress, update if necessary the entitlement letters, visit the classroom to best understand their choices, take computer or ESL classes. The trend in program selection over the years shows that parents are more interested in placing their children in Dual Language or Free-standing ESL. All programs offered are aligned with parent requests. Based on the Parents' Choice Letters and the Home Language Survey forms, IS 145Q has created 6 ESL, 4 TBE classes and 6 Dual Language Classes. In Parent Orientation meetings, the three programs that are offered by the city are explained thoroughly.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							22	48	65					135
<b>Dual Language</b> <small>(50%:50%)</small>							8	4	11					23
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							46	27	31					104
<b>Push-In</b>							111	83	73					267
<b>Total</b>	0	0	0	0	0	0	187	162	180	0	0	0	0	529

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	531	Newcomers (ELLs receiving	170	Special Education	62

		service 0-3 years)			
SIFE		ELLs receiving service 4-6 years	129	Long-Term (completed 6 years)	170

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	124	15	0	1	0	8	0	0	0	125
Dual Language	10	0	0	9	0	0	6	0	0	25
ESL	100	0	6	142	0	40	139	0	34	381
<b>Total</b>	<b>234</b>	<b>15</b>	<b>6</b>	<b>152</b>	<b>0</b>	<b>8</b>	<b>145</b>	<b>0</b>	<b>34</b>	<b>531</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							22	48	65					135
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>48</b>	<b>65</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>135</b>

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish													8	52	4	55	11	53	23	160
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			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																
Other																1			0	1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	8	52	4	56	11	53	23	161

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	
<b>TOTAL</b>	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): <u>182</u>	Number of third language speakers: <u>1</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian: <u>2</u>
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino: <u>181</u>
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							145	100	87					332
Chinese								1						1
Russian														0
Bengali							5	4						9
Urdu									1					1
Arabic							1	1						2
Haitian														0
French														0
Korean														0
Punjabi									2					2
Polish														0
Albanian														0
Other							1	3	3					7
<b>TOTAL</b>	0	0	0	0	0	0	152	109	93	0	0	0	0	354

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

I.S .145 has the following organizational models to service the ELL population:

- Homogeneous grouping based on proficiency. Students travel as a block to the different content area teachers. All content areas are departmentalized.
- The ESL teachers delivered 360 minutes of ESL instruction a week to all beginners and intermediate ELLs and 180 minutes to advanced ELLs.
- Bilingual classes receive 60% of their instruction in Spanish, including 180 minutes of Native Language arts a week.
- Dual Language classes follow a 50-50 model including 5 periods of NLA and one subject (Science or Social studies completely taught in Spanish).
- Students in Freestanding ESL receive 100% of the instruction in English. Advanced students in the mainstream setting receive push-in services by licensed ESL teachers.

The Delivery of instruction for ELLs in all content areas is based upon the workshop model which emphasizes cooperative and inquiry based learning. The use of Q-TEL and CALLA Methodologies, balanced literacy instruction and student-centered tasks are some of the strategies used to help ELLs improve their linguistic and academic abilities. ELLs are expected to perform to the same standards as Non-ELLs. The school mandated curricula is supplemented by a variety of ELL specific texts, software and theme based classroom libraries. Teachers implement various scaffolding strategies such as making connections, gallery walks, Talk Show, Think Aloud, and Peer Assessment among others. Teachers meet once a week to review research-based literature, reflect on strategies modeled during teachers' inter-visitation, and analyze students' work.

In addition, ELLs have access to computer-based programs for reading and mathematics, i.e., Achieve 3000, ESL Reading Smart, and Destination Math. These programs allow teachers to tier lessons to target the academic needs of individual students based on their learning styles.

ELLs with 80% participation rate during school year 2010-11 will accelerate their linguistic and academic learning in all content areas through smaller classes with quality instruction, technology, multicultural activities, and extended-day and Saturday programs.

School team members and teachers of Ells spend a minimum of 30 hours during their professional development periods on planning and receiving high quality training on a variety of strategies and methodologies specifically designed to support the accelerated academic/language learning of the ELL population.

I.S. 145 has 170 Long-Term ELLs. In streamlining the different sources of formative and summative assessments (State exams, Acuity scores, Subject area Core Tests, Student portfolios, Scantron performance series), Long-Term ELLs underperformed in comparison to our school's non-ELLs as follows: In the area of Mathematics, they showed deficiencies in: (a) Number sense and operations – Recognizing the difference between rational and irrational numbers; (b) Short and extended responses in Geometry and Algebra; and (c) Solving equations involving distributive property.

By using the NYSESLAT (reading and writing modalities) and the ELA State Exam as baselines, this subgroup of Long-Term ELLs shows deficiencies in analyzing nonfiction texts. Based on the ELA item analysis reports, ELLs scored below standard in the following areas: (a) Identifying different perspectives (such as social, cultural, ethnic, historical) on an issue presented in one or more than one text; (b) Evaluating the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details, or reasons used to support ideas; and (c) Recognizing how the author's use of language creates images or feelings.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

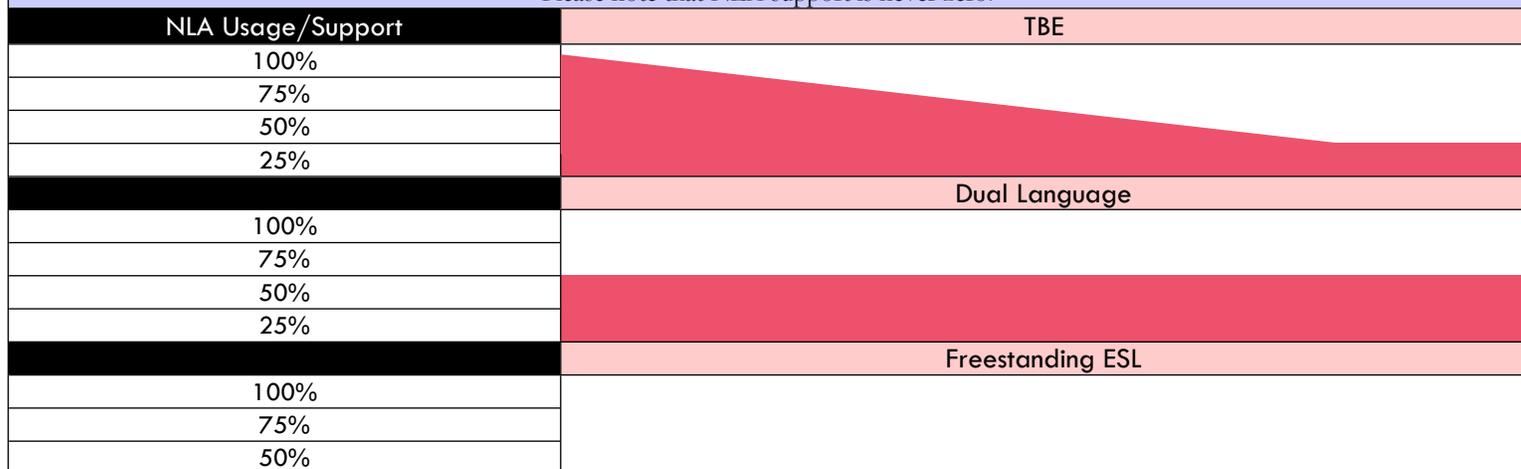
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. Programming and Scheduling Information--Continued

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

The ESL/ Bilingual staff analyzes the ELL interim assessment to: differentiate instruction, (b) plan school assessment tools, (c) align the NLA and ESL instruction following the workshop model, plan professional development activities for teachers.

Our beginner students will be receiving eight periods of ESL by a Certified ESL teacher and four periods of Science in English using CALLA methodology to initiate the student in the cognitive academic language (CALP). Teachers in all content areas will summarize their lessons in English.

Our SIFE students receive Academic Intervention Services during the day and the morning Extended Day Program. We are also exposing them to many cultural events. SIFE students are included in as many activities as possible in order to develop their academic and cultural interests.

Long Term ELLs will continue to attend regular classes and receive ESL within a push-in model by an ESL certified teacher. Teachers working with ELLs will be trained in infusing writing in all content areas. Students will be encouraged to attend an Extended Afternoon Program and Saturday Program in preparation for the ELA Exam. There is a continuous open-door policy whereby ELLs in the mainstream classes are permitted to come to the International Bridge Academy during their Assembly period to meet with the bilingual guidance counselor to discuss any issues or concerns they may have. This information is discussed at the school cabinet meetings with their respective directors.

Our ELLs who have been identified as students with special needs are in ICT classes or are receiving SETTS or related services. They are following IEP set goals and CES recommendations. They are also encouraged to attend After School and Saturday programs. All ELLs are receiving the required hours of instruction per week and this can be reviewed by looking at student and teacher schedules!

### 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)?

IS 145 has a 50-50 model for students in dual language programs. We are the feeder school from many elementary schools that have DL programs. Therefore, our goal is to keep this population to be biliterate, bilingual and bicultural. We have a bilingual staff who is constantly assessing their language and cognitive development in different content areas.

### 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.

.The teachers servicing ELLs meet on a weekly basis for professional development. They meet by departments and clusters (DL, ESL, Bil.) teams. Lead teachers, coaches, departmental administrators, staff from Network (LSO) and the Office of English Language Learners are instrumental in moving the staff forward. Some professional books used for PD are: Differentiated Assessment Strategies, How to Give Effective Feedback to your Students, Understanding by design, Checking for Understanding, among others.

We will continue providing teachers opportunities for professional development out of IS 145. Different teachers will be attending workshops offered by the Office of English learners on: ELL Writing Institute, Middle School Math Institute, Science Institute, among others. The ESL and content area teachers will be trained in how to utilize the Academic language and Literacy Diagnostics (ALLD) and Oral Interview Questionnaire to identify the students with Interrupted Formal Education. Also, teachers will be part of an inquiry team whose main focus will be to find research-based instructional methodologies to further develop their understanding of how to best tailor their instruction to target the individual needs of the focused population. Furthermore, teachers will receive extensive training in the use of computer-based software specifically designed to help students develop their linguistic and academic performance.

### 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?

There is an open door policy for parents of ELLs at IS 145. Parents are taking ESL classes offered at the school site through the ELLIS Program. Parents will also benefit from the Achieve 3000 Program by receiving training in monitoring their child's performance while using the computer-based software. Parents will also receive computer classes.

Parents will be trained in topics such as: How to assist their children with schools work, How to talk to adolescents, How to determine gang and drug related behavior, How to familiarize themselves with the Board of Education Regulations (Discipline Code, choosing the appropriate High School, etc.). These workshops will be conducted once a month by the Guidance Department.

## 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)							31	37	45					113
Intermediate(I)							39	32	72					143
Advanced (A)							110	87	58					255
Total	0	0	0	0	0	0	180	156	175	0	0	0	0	511

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							9	15	6				
	I							20	10	18				
	A							78	44	42				
	P							61	71	52				
READING/ WRITING	B							23	24	33				
	I							33	31	71				
	A							99	83	52				
	P							10	7	2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	76	68	9		153
7	77	58	1		136
8	78	63	4		145
NYSAA Bilingual Spe Ed					0

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

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	15	18	21	35	1	7	30	56

**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.

By examining the students' results in the four modalities (listening, speaking, reading and writing), we are able to see the following patterns across proficiency levels and grades as stated in the following chart:

**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

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		