



**J.H.S. 185 EDWARD BLEEKER**

**2010-11**

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

**SCHOOL: J.H.S. 185 EDWARD BLEEKER**  
**ADDRESS: 147-26 25 DRIVE**  
**TELEPHONE: 718-445-3232**  
**FAX: 718-359-5352**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot.....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM .....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) .....</b>	<b>17</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS .....</b>	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING .....</b>	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....</b>	<b>32</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>33</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342500010185 **SCHOOL NAME:** J.H.S. 185 Edward Bleeker

**SCHOOL ADDRESS:** 147-26 25 DRIVE, QUEENS, NY, 11354

**SCHOOL TELEPHONE:** 718-445-3232 **FAX:** 718-359-5352

**SCHOOL CONTACT PERSON:** VALERIE SAWINSKI **EMAIL ADDRESS** VSawins@schools.nyc.gov

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

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Michael Leung

**PRINCIPAL:** VALERIE SAWINSKI

**UFT CHAPTER LEADER:** James Hammer

**PARENTS' ASSOCIATION PRESIDENT:** Jean Auricchio

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 25 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

**NETWORK LEADER:** DANIEL PURUS/MARLENE WILKS/William Manekas

**SUPERINTENDENT:** DIANE KAY

**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
Valerie Sawinski	Principal	
Gerald Volkommer	Admin/CSA	
Cynthia Cameron	UFT Member	
Michael Leung	UFT Member	
Bert Goro	UFT Member	
Michael Badillo	UFT Member	
Jean Auricchio	Parent	
Poon Tsang	Parent	
Michelle Urena	Parent	
Magdalia Lombardozzi	Parent	
Darlene Calderon	Parent	

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

#### VISION

Our vision embraces all members of our school community in supportive relationships that address, accept, and meet the needs of individuals while creating an environment that is conducive to learning, creativity, and participation. The members of our school community will obtain the tools to effectively communicate and comprehend the process of learning to become life-long learners, who can adapt to change and apply learned knowledge as responsible and accountable participants in our school and our society.

#### MISSION

Bleeker Junior High School develops students into life-long learners. Through the partnership of the school community and parents, students have a solid foundation of scholastic excellence that enables them to grow academically and socially in our diverse school community and in our society.

Our school encompasses grades 6, 7, and 8, and we presently have an enrollment 1,070 students. This is our third year under the 6/7/8 format after 50 years of having a ninth grade but no 6<sup>th</sup> grade. The vast majority of our students come from within walking distance of the school and from our “

#### STRATEGIC COLLABORATIONS/PARTNERSHIPS

Our school received grants from The After School Corporation (TASC) and JP Morgan Chase to develop after school programs that support and align with our academic programs and standards. Our school is open until 5:30 each day and supports approximately 325 students in the after school program. Through these grants we have fostered partnerships with Flushing's Theater in the Park, Great Neck Arts Center, New York Hall of Science, and Puppetry in Practice.

#### SPECIAL INITIATIVES BEING IMPLEMENTED

Academic Intervention Services are offered to students who are academically and/or socially struggling. These services include ERSS resource room and counseling, mandated guidance

counseling; pull out programs, and tutoring through Circular 6, teacher menu items. The Chancellor's mandated extended day (37 ½ minutes) was modified through an SBO vote to extend to 50 minute sessions on Tuesdays, Wednesdays, and Thursdays. A SINI grant provides our SWD and ELL students with extended time on Mondays and Fridays with their ESL teachers where the students and teachers work with a resident artist from the LEAP program.

Programs in the performing arts include dance, band, strings, guitar, chorus, and art. Talent Art classes are provided for youngsters who express a desire to pursue art in high school. Our physical education program offers youngsters opportunities to become involved in golf, tennis, volleyball, physical fitness, and track. The Parent Coordinator has implemented programs that enhance our school community by fostering family team activities in the Fine Arts, outreach to parents by using translators to communicate verbally with parents and by having written documents translated into multiple languages, supporting school-wide literacy initiatives by arranging and organizing book fairs, and participating in our Parent/Teen Book Club sessions.

Best Buddy Program began in the Spring of 2007 and will continue during the 2010-011 school year is a collaboration between The Shield Institute and our students. Each of our participating students buddy up with one autistic student from the Shield Institute. These experiences will build self-esteem for everyone, provide literacy opportunities through journal writing and reflection, as well as develop tolerance in our students for people with disabling conditions.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	J.H.S. 185 Edward Bleeker								
<b>District:</b>	25	<b>DBN #:</b>	25Q185	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.4	95	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.3	95.57	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	335	343	354	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	341	356	352		60.6	59.7	78.2		
Grade 8	333	337	364						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		5	21	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Total	1009	1036	1070	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					64	38	33		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	10	17	31	Principal Suspensions	95	62	TBD		
# in Collaborative Team Teaching (CTT) Classes	57	42	44	Superintendent Suspensions	47	19	TBD		
Number all others	72	55	63						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	142	130	140	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	7	25	Number of Teachers	65	70	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	11	TBD
				Number of Educational Paraprofessionals	1	2	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	3	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	70.8	68.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	50.8	48.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	90	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.4	99	TBD
Black or African American	4.3	4.7	5.7				
Hispanic or Latino	32.9	31.7	30.5				
Asian or Native Hawaiian/Other Pacific Isl.	44	47.2	45				
White	18.8	16.4	18.9				
Multi-racial							
<b>Male</b>	49.3	52.7	54.3				
<b>Female</b>	50.7	47.3	45.7				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:	-		

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√	-	-	-	
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√	-			-	
Hispanic or Latino	√	√		-	-		
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities	√	√				-	
Limited English Proficient	√	√					
Economically Disadvantaged	√	√		-	-	-	
<b>Student groups making AYP in each subject</b>	<b>8</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	86.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	

<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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### PERFORMANCE TRENDS

After conducting a comprehensive review of our school's educational program, we found the following performance trends:

- The amount of suspensions and serious incidents decreased by 35 as compared to the previous year. However, of the 95 suspensions, 37 of these were superintendent suspensions.
- ELL students did not meet their AYP in ELA for the 2009-2010 school year as determined by their scores, provided they were eligible to take the exam, on the ELA assessment exams. These ELL students are students who, by virtue of their length of residency in the United States, were mandated to take the ELA assessment exam.
- Students with Disabilities did not meet their AYP in ELA for the 2009-2010 school year as determined by their scores on the ELA assessment exam.
- All student cohorts met their AYP in math for the 2009-2010 school year, with 76% of our students attaining levels 3 and 4 on the New York State Math Assessment.

### Accomplishments

ASPIRES (Academy of Special Programs Intergrating Rehabilitative Medicine, Engineering, and Social Justice)

ASPIRES, our magnet program provides our students with opportunities to learn about a variety of careers in these fields as well as enriching their academic subject areas. Our 6<sup>th</sup> grade students will spend the year learning about architecture and engineering as it is integrated across all content subjects, with an emphasis in math. Our 7<sup>th</sup> grade students will spend a year learning about medicine with an emphasis in science. Our 8<sup>th</sup> grade students will spend a year learning about social justice and its impact on history, current events, and the future with an emphasis on social studies. Literacy is embedded throughout this magnet program

Over the last couple of years of school's ability to use data to inform and drive instruction has been one of our greatest accomplishments. As a result, teachers with guidance from the administration and the Inquiry Team members learned how to access and analyze standardized data to inform and drive

instruction. Beginning in September 2006 we implemented a School Wide Project for students, including gifted students, which enabled us to appropriately place the students according to the needs as measured by standardized test scores and teacher recommendations. Continuing in September 2010 we will initiate core (ELA and social studies) for non-gifted 6<sup>th</sup> grade students and continue to implement triads for all ELL students in their ESL classes. Gifted students are provided with enrichment opportunities.

An Inquiry Team (IQ) was formed to target and monitor the progress of students who attained levels 1 and 2 on the ELA and Math state exams in 2007. This team, headed by an assistant principal, coordinated by ELA and Math teachers, meets regularly to assess, modify, and/or provide interventions for these targeted students. In 2009 -2010 all staff became parts of inquiry-based groups disseminating data from the original inquiry team. The staff will continue to evaluate and monitor students during the 2009-10 school year as well as collaborate during common preparation periods with their colleagues.

Additionally, the school's Pupil Personnel Committee, which is represented by administration, guidance counselors, special education teachers, school based support team members, and general education teachers, meets once a week to discuss students encountering academic, social, and/or emotional difficulties. Attempting to comply with the mandate of LRE, the team recommends AIS services, such as ERSS counseling, ERSS resource room, parental conference, or interclass transfer, depending on the needs of the student.

#### School-wide rituals and routines

Administrators along with all staff will continue to consistently implement and improve on school-wide policies, routines and rituals as well as consistently enforcing the Department of Education's discipline code. Students and their families will be given clear expectations as the school supplies, homework policies, classroom and school-wide behavior, appropriate attire, class and individual programs, and the bell and time schedules. These routines and rituals will be constant throughout our building.

In September of 2010, we will continue to implement our school-wide Positive Behavior Intervention Support (PBIS), which reinforces our established rituals and routines by acknowledging and rewarding appropriate behavior. All teachers and staff implement these policies consistently throughout the building.

#### Academic Intervention Programs

Read 180, Benchmarks, and Wilson are reading programs implemented with SWD and ELL students. Each student is tested and assessed to see which program is appropriate for that student.

Access Writing is a software based writing program that enables the student to write his/her assignment on the computer, the computer corrects it (in their native language), and almost immediately informs the students as to his/her strengths and weaknesses as appropriate for that specific assignment. The teacher is able to generate individual student reports to inform him/her of their students' writing progress.

#### Expanded and enriched after school programs

Through an SBO, the Chancellor's mandated 37 ½ minutes will continue to be 50 minutes three times a week for all SWD and ELL students as well as students who achieved level 1 and low level 2 on standardized assessments during the 2009-2010 school year. These students along with their peers are invited to enroll in an expanded after school program that includes:

- Mandated homework help for all students in small class setting, supervised by a teacher
- A plethora of activities for students to choose (i.e. chorus, band, strings, drama, chess, mouse squad, fencing, dancing, comic book making, yoga, Science Olympiad, Lego League/robotics, ThinkQuest, digital media, etc.)
- In addition, an in-school "period nine" tutorial period is built into the school week for students who take the tutorial period rather than a period of phys ed or fine arts.

Academic Enrichment through SWP and Title I, including academic enrichment, academic remediation, and instruction geared to specific cohorts of students.

Significant aids to our continuous improvement include:

- Access to standardized data to inform and drive instruction enables our teachers to differentiate instruction appropriately.
- A school community that is constantly learning and growing professionally by attending internal and external professional development sessions and visiting colleagues classrooms.
- Common preparation periods for teachers to collaborate together and work with IQ members to better differentiate instruction .
- The expanded after school program provides opportunities for our youngsters to improve academic and social skills while building their self-esteem.
- ASPIRES, our school's magnet program provides our staff with opportunities for professional growth by enriching their content area through architecture, engineering, medicine, and social justice.

Significant barriers to continuous improvement include:

- The need for more computers for teachers to have easy access to data reports for informing and driving instruction.
- The need for more computers for students to have more frequent access to Read 180,

Access Writing, and lessons from the interim assessments and Acuity to improve their literacy and math skills.

- More time for professional development to enable teachers to learn and implement pedagogical strategies to improve instruction.

## SECTION V: ANNUAL SCHOOL GOALS

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

<b>Annual Goal</b>	<b>Short Description</b>
ELA: By June 2011, the reading and writing achievement levels of all students at JHS185Q will demonstrate progress toward meeting NYS standards as evidenced by a 2% increase on the NYS performance index for ELA	Priority area for improved student performance (based on PR or other metric)
Math - By June 2011, all students will demonstrate progress toward meeting Math standards as measured by an increase of 2% on the NYS math performance index.	Priority area for improved student performance (based on PR or other metric)
Social Studies: By June 2011, all students will improve their informational writing, aligned with Common Core Curriculum guidelines for pieces of written work measured by a rubric of Bloom's taxonomy of higher order thinking skills for student analysis.	Improving teacher quality and effectiveness
Science: By June 2011, all students will improve their informational writing in subject content area (Science) by writing two finished pieces of informational writing base don Bloom's taxonomy of analysis of reference work as a higher order thinking skill.	Improving teacher quality and effectiveness



## 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) :

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>ELA: By June 2011, the reading and writing achievement levels of all students at JHS185Q will demonstrate progress toward meeting NYS standards as evidenced by a 2% increase on the NYS performance index for ELA</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>1. Balanced Literacy - use of classroom libraries, trade books in content areas, reading/ writing workshops. 2. Academic Intervention Services - Wilson, Read 180, mandated period nine, extended day classes. 3. ESL - Benchmarks and Read 180 programs. 4. ELL students in period nine, extended day classes with ELA teachers preparing students for NYSESLAT sub-skills. 5. ELL students receiving four periods of ELA per week, beyond their mandated ESL schedule, in preparation for ELA. 6. Staff responsible for the implementation of Action Plan goals includes but is not limited to school administration, teachers in all subject content areas, ELA coach, guidance counselors.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>1. Tax levy, Title I, Title III resources will be used where appropriate for ELL &lt; SWD, and general ed. students. 2. NYSTL money. 3. Allocation of \$94, 360 for Literacy coach. 4. Grants. 5. Outside funding.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

**Subject Area**  
(where relevant) :

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Math - By June 2011, all students will demonstrate progress toward meeting Math standards as measured by an increase of 2% on the NYS math performance index.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>1. Infusion of Common Core Curriculum goals into subject content area and instruction. 2. Academic Intervention Services - Students receiving less than a level 3 on NYS assessment receive mandated period nine, extended day classes. 3. Infusion of 6th grade magnet theme (architecture) to apply math skills. 4. Use of portfolio tools such as Acuity, department unit tests, portfolios, teacher generated assessments.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>1. Tax levy and Title I funding. 2. NYSTL funding. 3. Grants. 4. Outside funding.</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>	

**Subject Area**  
(where relevant) :

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific,</i></p>	<p>Social Studies: By June 2011, all students will improve their informational writing, aligned with Common Core Curriculum guidelines for pieces of written work measured by a rubric of</p>
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<i>Measurable, Achievable, Realistic, and Time-bound.</i>	Bloom's taxonomy of higher order thinking skills for student analysis.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	1. Social Studies and ELA teachers will attend and participate in internal and external professional development programs focused on differentiated instruction for all students; including ELL, SWD, and gifted students. 2. Social Studies and ELA teachers will attend and participate in internal and external development programs focused on Core Curriculum Standards and student writing of instructional pieces.
<b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	1. Tax levy and Title I funding. 2. NYSTL funding. 3. Grants. 4,. Outside funding sources.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

**Subject Area**  
(where relevant) :

\_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Science: By June 2011, all students will improve their informational writing in subject content area (Science) by writing two finished pieces of informational writing base don Bloom's taxonomy of analysis of reference work as a higher order thinking skill.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	1. Science teachers, using strategies learned in internal/external professional development sessions on core curriculum standards, will help develop students' informational writing across the curriculum.

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>1. Tax Levy and Title I funding. 2. NYSTL funding. 3. Grants 4. Outside funding.</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>	

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

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

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	52	83			20		1	
7	57	90			11		6	
8	70	73			20		11	
9								
10								
11								
12								

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

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

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

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>	<p><input type="checkbox"/> Wilson Reading Program is delivered in small group and/or one to one setting during and after school for 8 periods a week for students who do not have cannot decode words due to a lack of phonemic awareness. SWD, ELL, and students who achieved level 1 on ELA spring 2010 assessment are tested for Wilson and where appropriate are placed in Wilson classes. Read 180 is a computer program that differentiates instruction based on individual students' needs. Each student is given an SRI assessment and the software levels the work appropriately. Students must master one level before the program allows them to move to the next level. This program is delivered to classes with a maximum of 25 students during and after the school day.</p> <p>Supplemental ELA classes for ELL students is delivered by an ELA teacher in small groups of not more than 20 students, 4 times a week, during the school day.</p> <p>Extended mandated time is delivered in small groups of 10:1 for 50 minutes 2 times a week after school for SWD, ELLs, and students who achieved level 1 and low level 2 on the 2010New York State ELA exam.</p>
<b>Mathematics:</b>	<p><input type="checkbox"/> Extended mandated time is delivered in small groups of 10:1 for 50 minutes 2 times a week after school for SWD, ELLs, and students who achieved level 1 and low level 2 on the 2010New York State math exam.</p>
<b>Science:</b>	<p><input type="checkbox"/> Extended mandated time is delivered in small groups of 10:1 for 50 minutes 2 times a week after school for SWD, ELLs, and students who are struggling in this subject. Tutorials are embedded into regular school program.</p>
<b>Social Studies:</b>	<p><input type="checkbox"/> Extended mandated time is delivered in small groups of 10:1 for 50 minutes 2 times a week after school for SWD, ELLs, and students who are struggling in this subject. Tutorials are embedded into regular school program.</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> At-risk services provided by the counselor is delivered in small groups with a maximum of 5 students or one to one, during the school day as well as during the extended mandated time.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> At risk services provided by the school psychologist is delivered one to one on an as need basis during the school day.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> At risk services provided by the social worker is delivered on a one to one on an as need basis.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> At risk Health related services are provided by the school nurse on an as needs basis during the school day on an one to one basis.

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

*NCLB/SED requirement for all schools*

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

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

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

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

### **Section I. Student and School Information.**

**Grade Level(s)**

**6-8**

**Number of Students to be Served:**

**LEP 133**

**Non-LEP 0**

**Number of Teachers 4**

**Other Staff (Specify) N/A**

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

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

**Language Instruction Program**

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

Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

There are two classes per grade level at our school, so there is a total of six ESL classes. The ELLs attend ESL classes and supplemental ELA classes. All classes are taught in English using the workshop model. On each grade level the classes are divided into triads: beginning, intermediate, and advanced, and are taught by 3 teachers This year we are continuing to implement Shining Star textbooks. These textbooks focus on the four skills of listening, speaking, reading and writing. Most reading selections in the book are from the content areas of Social Studies and Science, so students are able to learn content while improving their English language skills. Additionally Read 180 is implemented with the intermediate students to improve their fluency and vocabulary skills. Students who are longer than 2 years and are still encountering difficulty decoding words, are tested for Wilson, and where appropriate, placed in Wilson classes to improve their phonemic awareness and decoding skills. Content area teachers collaborate with ESL teachers and implement ESL strategies with these classes.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

All ELL students are mandated to attend the Chancellor's extended day. These classes take place Tuesday through Thursday, 3 times a week for 50 minutes each. On Mondays (2:30 – 3:30 PM) and on , Tuesdays, Wednesdays, and Thursdays from 3:30 – 4:30

PM. , ELL students participate in extended day learning of various themes (Queens Zoo, American holidays, etc.) They are also invited to stay for our expanded after school programs.

Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.

Parents of ELLs are included in our school community in various ways. First, translation services are provided in writing when school newsletters/letters are sent home, and orally when school meetings are held. We also hold an orientation several times a year for parents of new ELLs to introduce them to the ESL program at our school. Throughout the year, teachers of ELLs call parents to keep them updated on their child’s progress, as well as to discuss ways in which parents can be involved in their child’s continuing improvement in English by using the phone translation services.

ESL teachers, supervisors and the literacy coach consult with teachers of ELLs throughout the year to discuss ways in which they can support the ELLs in their content classes. Teachers who share ESL classes meet both formally and informally to discuss strategies they can use consistently throughout their programs to ensure that all ELLs are able to progress in all their content areas. ESL teachers also attend regular staff development meetings held by the Region.

Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Not applicable.

<!--[if !supportEmptyParas]--> <!--[endif]-->

<!--[if !supportLists]-->IV. <!--[endif]-->Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

<!--[if !supportEmptyParas]--> <!--[endif]-->

ESL teachers, supervisors, and the literacy coach consult with teachers of ELLs throughout the year to discuss ways in which they can support the ELLs in their content classes. Teachers who share ESL classes meet both formally and informally to discuss strategies they can use consistently throughout their programs to ensure that all ELLs are able to progress in all their content areas. ESL teachers also attend regular staff development meetings held by the Region.

ESL teachers attend internal and external professional development sessions focusing on implementing ESL strategies in literacy and content area subjects aligned with state standards. They use data from Aris, Acuity, Wilson, Read 180, and Scantron to assess their students' progress and to differentiate instruction.

Our ESL teachers have attended and participated in the following professional development sessions:

Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

The support services are in place and available to our ELLs include:

Read 180

Wilson reading program

Benchmarks: a content area program with leveled readability trade and work books

Mandated extended time of 50 minutes 2 times a week

Horizon Academy 2 times a week from 2:20-4:10 P.M. with a visiting resident artist that infuses literacy skills through art.

Parent coordinator outreaching to families

Interpreters available at all PTA meetings

Phone translation services available for phone conferences between teachers and parents

Parent workshops specifically focused for the parents of our ELLs.

Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs

#### ADDITIONAL LANGUAGES

Acholi (ACH)

Adangme (ADA)

Afrikaans (AFR)

Akan (AKA)

Algonquin (ALQ)

Amharic (AMH)

Arabic (ARB)

Arawak (ARW)  
Assamese (ASM)  
Aymara (AYC)  
Basque (BAQ)  
Bemba (BEM)  
Bengali (BEN)  
Bhili (BHB)  
Brahui (BRH)  
Breton (BRE)  
Bulgarian (BUL)  
Cebuan (CEB)  
Cham (CHA)  
Czech (CES)  
Danish (DAN)  
Estonian (EST)  
Ewe (EWE)  
Finnish (FIN)  
Garifuna (CAB)  
Georgian (KAT)

German (GER)  
Guarani (GUG)  
Gujarati (GUJ)  
Hausa (HAU)  
Hebrew (HEB)  
Hindi (HIN)  
Hungarian (HUN)  
Ibo (IBO)  
Icelandic (ISL)  
Ilocano (ILO)  
Indonesian (IND)  
Kabyle (KAB)  
Kamba (KAM)  
Kashmiri (KAS)  
Konkani (KNN)  
Lao (LAO)  
Latvian (LAV)  
Lithuanian (LIT)  
Macedonian (MKD)

Malay (MLY)

Malayalam (MAL)

Maltese (MLT)

Mandinka (MNK)

Marathi (MAR)

Mende (MEN)

Mohawk (MOH)

Ndebele (NDE)

Nyanja (NYA)

Oneida (ONE)

Papiamentu (PAP)

Pashto (PST)

Romanian (RON)

Romansch (ROH)

Rundi (RUN)

Samoan (SMO)

Sanskrit (SAN)

Seneca (SEE)

Seri (SEI)

Shan (SHN)  
Shona (SNA)  
Shina (SCL)  
Sidamo (SID)  
Sindhi (SND)  
Slovak (SLK)  
Slovenian (SLV)  
Somali (SOM)  
Sotho-Southern (SOT)  
Sukuma (SUK)  
Swahili (SWH)  
Swedish (SWE)  
Tajiki (TGK)  
Tamil (TAM)  
Telugu (TEL)  
Thai (THA)  
Tigre (TIG)  
Tonga (TNZ)  
Turkish (TUR)

Ukrainian (UKR)

Urdu (URD)

Wolof (WOL)

Yoruba (YOR)

Zulu (ZUL)

**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.

**Section III. Title III Budget**

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**School: JHS185Q**

**BEDS Code: 342500010185**

<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	20,528.97	<input type="checkbox"/> N/A
<b>Purchased services</b>	N/A	<input type="checkbox"/> N/A

- High quality staff and curriculum development contracts		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
<b>Educational Software (Object Code 199)</b>	N/A	<input type="checkbox"/> N/A
<b>Travel</b>	N/A	<input type="checkbox"/> N/A
<b>Other</b>	N/A	<input type="checkbox"/> N/A
<b>TOTAL</b>	<b>0</b>	

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

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

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

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

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

The data and methodologies used to assess our school's written and oral interpretation needs are acquired through ATS and BESIS.

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.

Of the school's 1,141 students, 139, or approximately 17%, receive ESL services. Within that cohort, the overwhelming number of families speak Spanish, Korean, or Chinese as their home language. School correspondence and announcements are marked that interpretation services are available as needed. At school meeting and functions, we have interpreters available and for telephone conferences we use translation services as needed.

This information is reported to the School Leadership Team and the parent Co-ordinator.

### **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 majority of our interpreters and translation services are provided by in-school staff who are bilingual or multilingual. Standard DOE forms are provided for us in a variety of languages ( Farsi, Greek, etc., in addition to the above) and that literature is distributed to parents as needed. Phone translation services are made available on an as-needed basis, by in-school staff.

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 translation services are provided by in-school staff who are either bilingual or multilingual, and is provided to parents on an as-needed basis.

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

The school will fulfill all Chancellor's Regulations regarding the Section VII Chancellor's Regulations A-663 by posting the required information about the Translation and Interpretation Unit in the main lobby and adjacent areas. The posting will be made in languages such as Korean, Spanish, Chinese, Greek, Farsi, Arabic and in Chinese dialects.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$ 770,255.00	% 40, 767.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 7, 702.55		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 38, 502. 75	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$77,025.50	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

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

Edward Bleeker JHS 185Q 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:

following the mandated Math curriculum from the Department of Education;

implementing ELA balanced literacy curriculum;

implementing Science lab and core curriculum with hands-on inquiry based component which assists in preparation of 6<sup>th</sup> and 8<sup>th</sup> grade science assessments;

Internet for document based questions, political cartoons, data-display for graphs for Social Studies curriculum; lap tops and technology are available to facilitate access;

providing Academic Intervention Services for students below level 3; includes pull-out program, Saturday Academy program; Period 9 classes reflect assessment calendar;

additional periods for Math and ELA (8 – 9 a week), and Science (6 per week).

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 in November and February.

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

Report cards;

- Princeton Review assessments;
- Period 9 updates to ensure good attendance;
- Notices home to academically at risk students; mandatory meetings with parents and guidance counselors;
- Guidance meetings for all parents prior to parent teacher conferences.

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

Teachers available during parent/teacher conferences, and with prior notice during prep periods, before and after school, and via letter and email;

Guidance counselors available by phone and in-school meetings during school hours, and before and after school with prior notice;

Administrators available during school hours, before and after school and evenings;

Parent Coordinator available during school hours, before and after school, and evenings and weekends via school cell phone.

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

- Classrooms available for observation with prior notice;
- Parents attend school orientation and articulation events to meet teachers and school staff, see classrooms, and learn about curriculum;
- Parents are welcome to volunteer during class and school trips, and school events including annual book fair, Lunar New Year festival, student performances, parent activities, PTA fundraisers and events.

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 to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

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

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 laws..

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:

following the mandated Math curriculum from the Department of Education;

implementing ELA balanced literacy curriculum;

implementing Science lab and core curriculum with hands-on inquiry based component which assists in preparation of 6<sup>th</sup> and 8<sup>th</sup> grade science assessments;

utilizing Internet for document based questions, political cartoons, data-display for graphs for Social Studies curriculum; lap tops and technology are available to facilitate access;

providing Academic Intervention Services for students below level 3; includes pull-out program, Saturday Academy program; Period 9 classes reflect assessment calendar;

providing additional periods for Math and ELA (8 – 9 a week), and Science (6 per week).

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 in November and February.

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

Report cards;

- Parents are welcome to volunteer during at music/arts festivals, student performances, parent activities, PTA fundraisers and events.

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 to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

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

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact

is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Edward Bleeker JHS 185Q, agrees to implement the following statutory requirements:

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

List of Activities:

Orientation/articulation for parents of 6<sup>th</sup> – 8<sup>th</sup> graders, to be held at beginning of school year.

Workshops for parents of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders on standardized testing.

Workshops for parents of English Language Learners.

High School application workshops for parents of 7<sup>th</sup> and 8<sup>th</sup> grade students.

Parent/Teen Book Club to encourage literacy.

Extra-curricular trips, events, and workshops to encourage academic achievement, cultural enrichment, and career awareness may include: Math Games Night, Family Literacy programs, Career Day, family trips

to cultural institutions, art workshops, and in-school performances.

Edward Bleeker JHS 185 will coordinate and integrate Title 1 parental involvement strategies with parental involvement strategies under the following other programs:

Parents as Arts Partners, Center for Arts Education

Literacy Assistance Center

Princeton Review

5. Edward Bleeker JHS 185 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

List actions:

In March of next year, the Parent Coordinator will conduct a survey compiled by parent leaders, on the effectiveness of the Parent Involvement Policy. The survey will be translated into Spanish, Korean and Mandarin and will be distributed to all parents. The written survey will also be available on the school web site.

Parents will also receive phone calls (using School Messenger) in their home languages, to attend a special PTA meeting to discuss and evaluate the Parent Involvement Policy. Interpreters and babysitting will be available at the meeting. Parents who are not able to attend the meeting will be encouraged to phone the Parent Coordinator to express their opinions. Interpreters will be available for on-phone translation. Parents will also be welcome to email the Parent Coordinator.

Access to the school's website

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 class and school trips, and school events including annual book fair, Lunar New qualified within the meaning of the term in section 200.56 of the Title I.

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

Monitoring attendance.

Making sure that homework is completed.

Monitoring amount of television their children watch.

Volunteering in my child's classroom.

Participating, as appropriate, in decisions relating to my children's education.

Promoting positive use of my child's extracurricular time.

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School 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

## **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.

Please see Section IV. V, Vi in of CEP in reference to this appendix.

2. Schoolwide reform strategies that:

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

Please see sections IV, V, VI.

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.

Please see Sections IV, V, VI.

o Help provide an enriched and accelerated curriculum.

Please see sections IV, V, VI.

o Meet the educational needs of historically underserved populations.

Please see sectiond IV, V, VI.

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.

Please see sections IV, V, VI.

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

N/A

3. Instruction by highly qualified staff.

N/A

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.

N/A

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

N/A

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

N/A

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

N/A

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.

N/A

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.

□1.

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

the State’s academic content standards

the State’s student academic achievement standards

the State and local academic assessments including alternate assessments, the requirements of Part A. how to monitor their child’s progress, and how to work with educators:

Orientation/articulation meetings for parents of grades 6 through 8 – students to become familiar with the curriculum as well as academic achievement standards. Meetings will be held at times convenient to parents, and interpreters will be present. Informational handouts will be distributed.

Workshops for parents on State and local academic assessments will be held at times convenient to parents. Interpreters will be present. Informational handouts will be distributed.

The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Holding workshops for parents on 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade English, math, social studies, and science curriculum.

Distributing Information about free literacy, ESL, and GED classes. Parent Coordinator will list information in school’s Parent Newsletter, and on school web site.

Offering family literacy workshops and other literacy initiatives including the Parent/Teen Book Club and annual Book Fair. Coordinator will lead twice-weekly ESL classes. (contingent upon demand.)

Providing links on school web site to other helpful educational web sites for parents and students. These could include homework help and test preparation.

The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

School web site calendar will be updated to include all parent activities and meetings.

- Announcements of all meetings, programs, and activities, will be sent home to parents. Most of these announcements will be available in Korean, Spanish, and Mandarin, and other languages, if required.
- Announcements of upcoming events, meetings, trips, standardized test dates, homework assignments, and class announcements will be posted on the school's website.
- Monthly parent newsletter will be sent home with listings and updates of all parent activities and meetings.
- Announcements of upcoming events will be made at monthly PTA meetings.
- Phone calls regarding important meetings and events will be made via School Messenger.

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

### **Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., 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 school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

Title I, Part A (ARRA)	Federal	Yes			\$40,767.00	True	Goal 1 (ELA)
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<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.

Please see sections IV, V, VI.

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

Please see sections IV, V, VI

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;

Please see sections IV, V, VI.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

Please see sections IV, V, VI.

c. Minimize removing children from the regular classroom during regular school hours;

Please see sections IV, V, VI.

4. Coordinate with and support the regular educational program;

Please see sections IV, V, VI.

5. Provide instruction by highly qualified teachers;

Please see sections IV, V, VI.

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

Please see sections IV, V, VI.

7. Provide strategies to increase parental involvement; and

Please see sections IV, V, VI.

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

Please see sections IV, V, VI.

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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### **Part A:**

#### **Part A - For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
1
2. Please describe the services you are planning to provide to the STH population.  All at-risk services as deemed necessary: academic intervention, guidance counselor, social worker, school psychologist; school health professionals as needed. Access to Parent Coordinator and any interventions she may be able to facilitate/ provide.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
N/A

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

N/A

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

N/A



# **CEP RELATED ATTACHMENTS**

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

File Name - 28\_25Q185\_021511-103953.doc

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

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN2</b> type here	District <b>25</b>	School Number <b>185</b>	School Name <b>Bleeker</b> type here
Principal <b>V. Sawinski</b> type here	Assistant Principal <b>G. Volkommer</b> type here		
Coach <b>C. Kang</b> type here	Coach type here		
Teacher/Subject Area <b>C. Park/ESL</b> type here	Guidance Counselor <b>Narda Melendez</b> type here		
Teacher/Subject Area <b>J. Olsen / ESL</b> type here	Parent type here		
Teacher/Subject Area <b>T. Lin/ESL</b>	Parent Coordinator <b>G. Meyers</b> type here		
Related Service Provider type here	Other type here		
Network Leader <b>D. Purus</b> type here	Other type here		

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>3</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>1141</b>	Total Number of ELLs	<b>139</b>	ELLs as Share of Total Student Population (%)	<b>12.18%</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.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	141	Newcomers (ELLs receiving service 0-3 years)	Special Education
			2

SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	
------	--	----------------------------------	--	-------------------------------	--

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										0
Dual Language										0
ESL										0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

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

# 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.

Paste response to questions 1-4 here

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

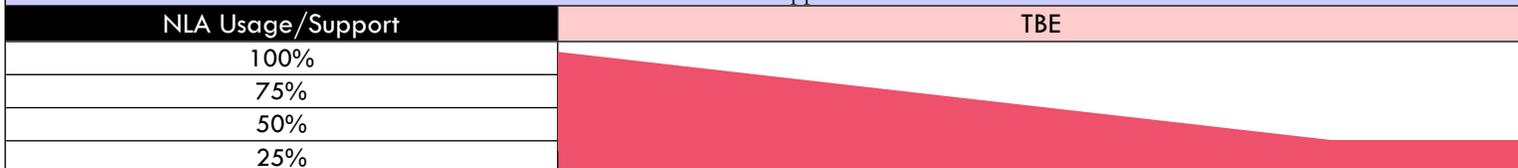
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

### 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.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
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?

Paste response to questions 5-14 here

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

#### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

#### E. Parental Involvement

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

Paste response to questions 1-4 here

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 185 Edward Bleeker					
<b>District:</b>	25	<b>DBN:</b>	25Q185	<b>School</b>		342500010185

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.4	95.0	94.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	343	354	386				
Grade 7	356	352	370				
Grade 8	337	364	381				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	0				
<b>Total</b>	<b>1036</b>	<b>1070</b>	<b>1137</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	94.3	95.6	92.9

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.6	78.2	78.2

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	5	21	19

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	64	38	33

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	17	31	30	Principal Suspensions	95	62	59
# in Collaborative Team Teaching (CTT) Classes	42	44	49	Superintendent Suspensions	47	19	37
Number all others	55	63	63				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	130	140	TBD	Number of Teachers	65	70	73
# ELLs with IEPs	7	25	TBD	Number of Administrators and Other Professionals	11	11	10

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	2	3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	3	14	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.8	68.6	83.6
				% more than 5 years teaching anywhere	50.8	48.6	63.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	90.0	91.8
American Indian or Alaska Native	0.0	0.0	0.3	% core classes taught by "highly qualified" teachers	93.4	99.0	93.6
Black or African American	4.7	5.7	7.7				
Hispanic or Latino	31.7	30.5	28.6				
Asian or Native Hawaiian/Other Pacific	47.2	45.0	46.7				
White	16.4	18.9	16.6				
<b>Male</b>	52.7	54.3	55.0				
<b>Female</b>	47.3	45.7	45.0				

**2009-10 TITLE I STATUS**

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

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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/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>	<b>0</b>	<b>0</b>		<b>0</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	62.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.8						

<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)