



J.H.S. 194 WILLIAM CARR

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: J.H.S. 194 WILLIAM CARR
ADDRESS: 154-60 17 AVENUE
TELEPHONE: 718-746-0818
FAX: 718-746-7618

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342500010194 **SCHOOL NAME:** J.H.S. 194 William Carr

SCHOOL ADDRESS: 154-60 17 AVENUE, QUEENS, NY, 11357

SCHOOL TELEPHONE: 718-746-0818 **FAX:** 718-746-7618

SCHOOL CONTACT PERSON: Richard M. Garino **EMAIL ADDRESS** Rgarino@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Richard M. Garino

PRINCIPAL: Richard M. Garino

UFT CHAPTER LEADER: Chris Wierzbicki

PARENTS' ASSOCIATION PRESIDENT: Lisa Pekarik

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: Debra VanNostrand/Jose V. De La Cruz

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
Maureen Robins	Admin/CSA	
Michael Teodoru	Parent	
Roula Vlahos	Parent	
Jacqueline Diaz Fernandez	Parent	
Robert Eckhardt	UFT Member	
Chris Wierzbicki	UFT Chapter Leader	
Paul Goldberg	Admin/CSA	
Theresa O'Connor	PA/PTA President or Designated Co-President	
Julie Santaniello	UFT Member	
Richard Garnino	Principal	Electronic Signature Approved.

* 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.

Located in the suburban section of north east Queens, William H. Carr Junior High School 194 devotes itself to developing and maintaining a community of life-long learners. The building, a 3-story structure constructed in 1958, is immaculate, and is a reflection of the pride and affection the school community feels toward it. While Safety and security are a high priority within the school environment, we focus on the complete development, both social and academic, of every student within our building. We believe that for a student to achieve their full potential they must be encouraged to grow, and given the tools and opportunities to achieve that growth.

Academic rigor is paramount at William H. Carr, and we are committed to assuring students achieve measurable gains of one year or better in the year 2010-2011. But we are far from being a dull corner of academia that focuses on exams. JHS 194 is equally committed to the Fine and Performing Arts programs that enable our students to use what they have learned and CREATE something new. All students engage in, and are encouraged to develop an artistic pursuit, whether it is instrumental music, art, video and film production, drama or dance. Their skills are showcased in two dramatic performances, one in the Winter and one in the Spring, as well as orchestra / jazz band performances, and art gallery shows.

Our CARR CODE highlights this pursuit of academic excellence, stating that "Learning takes precedence over every activity in this school." This statement is the hallmark of our collective creed, and it guides not only our behaviors in the classroom, but in our relationships with each other, whether student, faculty, staff, or administration. We are a community of learners. Through partnerships with our Children's First Network, St. Johns University, and Queens College, we are developing a place of true learning; students learn here, teachers learn here, and upcoming student teachers learn here. In years past, we have deepened the practice of examining data from a variety of sources. Straight data analysis, however, is only the beginning. We have begun examining student work through the lens of collective teacher teams in order to enhance and invigorate our curriculum. We have redefined and unified our academic departments, concentrating our focus to what really matters in the subjects.

Our Library, English Language Arts and English-as-a-Second-Language classroom libraries are in the process of being updated to match the interest of our students and turn them into life long readers. Math classrooms are equipped with manipulatives and other hands-on materials to make learning concrete. Special Education teachers are working closer than ever with their colleagues in their subject disciplines to strengthen both pedagogy and content expertise for all of our students.

As our students move forward to become the workforce of the future, William H. Carr JHS 194 is moving forward into the future as well. We have incorporated technology into almost all of our classroom pedagogy. SmartBoards and sympodiums are used by almost all staff members; although we are still increasing the availability of sympodiums so that each teacher will have one in his or her classroom. This year's focus on instruction will include a variety of technology systems including Snapgrades.com, ARIS, Achieve 3000, Wikis, teacher webpages, and e-mail between administration and staff. Students will continue to use laptops in the library and classrooms and instruction on science and math is also delivered through textbooks on DVDs. We are also laying the foundations of our future, as we plan on expanding the use of technology in the classroom. In September of 2011, we plan on introducing a "Paperless" class that is almost 100% digital in delivery and assessment.

And this is only the beginning.

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									
School Name:	J.H.S. 194 William Carr								
District:	25	DBN #:	25Q194	School BEDS Code:					
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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.9	95.6	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95.8	97.30	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	371	391	387	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	338	367	373		33.8	26.6	43.5		
Grade 8	360	325	367						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	4	TBD		
Grade 12	0	0	0						
Ungraded	4	1	1	Recent Immigrants - Total Number:					
Total	1073	1084	1128	(As of October 31)	2007-08	2008-09	2009-10		
					29	23	18		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	26	18	31	Principal Suspensions	174	163	TBD		
# in Collaborative Team Teaching (CTT) Classes	41	45	50	Superintendent Suspensions	21	20	TBD		
Number all others	46	60	64						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
(BESIS Survey)					0	0	0		
(As of October 31)	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	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	62	66	56	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	7	9	26	Number of Teachers	64	63	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	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	59.4	58.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	54.7	52.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	89	90	TBD
American Indian or Alaska Native	0.2	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.5	100	TBD
Black or African American	0.9	1	1.8				
Hispanic or Latino	22.1	22.4	23.6				
Asian or Native Hawaiian/Other Pacific Isl.	31.2	32.1	30.9				
White	45.6	44.1	43.4				
Multi-racial							
Male	51.2	53	53.5				
Female	48.8	47	46.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
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"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
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			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	93	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	55.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = 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

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?

English Language Arts

Student Performance Trends

Over the past three years, schoolwide proficiency in English Language Arts climbed from 76.7% in 2008 to 89.8% in 2009. In 2010, proficiency in English Language Arts fell to 65.3 %, a drop of 24 percentage points. Due in part to the raising of the cut scores for the New York State ELA assessment, the proficiency level has become an issue of grave importance. Nevertheless, the median growth percentile for ELA is 73, and for the lowest 1/3 of students is 78, indicating that we are making substantial gains helping ALL of our students make at least one year's progress.

Our enrollment, however, has continued to climb; 1073 students in 2008, 1084 students in 2009, and 1153 students in 2010.

This year we will continue focusing on the work with the writing workshop. We are in our third year of implementing the Six-Traits Writing Rubric. For the 2010/2011 school year, our focus will be the translation of this model to the other disciplines. Now that we have established a common language for both students and ELA teachers to describe the qualities of good writing, we will expand the common language so that the other teachers can use the same language when discussing those same qualities in their own disciplines. This will also begin to bring us into compliance with the new Common Core State Standards, which stresses literacy across the disciplines.

Greatest Accomplishment

The ELA department at JHS 194 is proud of the 73% of students who made one year progress. Maintaining and improving the median student proficiency and thereby insuring one year's growth is a daunting task for a student body that traditionally performs at Level 3. To that end we have shifted our method of short term assessments of our students. We are attempting to assess readers on the Scantron Performance Series and analyze the data. For writing assessment, we implemented the Six-Trait Writing Assessment and are deepening our practice in the 2010/2011 school year. Implementing the six traits rubric, which connects to the New York State core Standards, as well as the

new Common Core State Standards, allows teachers and students to develop short term and long term writing goals. The language of the framework provides an academic vocabulary for the teaching of writing and empowers teachers to have the language to talk about what they instinctively know about good writing instruction. By translating this process to the other disciplines, we intend to improve upon past years gains and deepen our student's ability to write well.

Significant Barriers

A possible barrier to continuous improvement is time. As English Language Arts teachers grow more comfortable using and interpreting data, creating standards-based goals, and individual goals (in both reading and writing) there is a greater need for common planning time. The elimination of the 180 minutes of professional development hampered our work learning communities which are focused now on inquiry. Teachers need time to complete paperwork, Teacher Assessment Notebooks, and to move their professional learning communities forward. We have begun to address the issue of time by restructuring the teacher's class schedules so that teachers in the same department and on the same grade level have a common period to meet together, discuss the curriculum, the students, student work and to plan.

Another possible challenge to continuous improvement is monitoring the median student proficiency scores. Insuring that all students who perform at level three move up within the range of that performance level requires significant attention on the part of the teachers who find developing individualized learning goals for all students an overwhelming challenge.

Mathematics

Student Performance Trends

Over the past three years, students who meet or exceed NYS Mathematics Standards have increased from 73% to 95% proficiency achievement. In 2010, however, proficiency achievement fell to 84%. As a department we are re-examining and re-evaluating our goals and teaching styles, differentiating our lessons based on student needs, and increasing the rigor by adhering to a pacing calendar. The members of the department have begun meeting once a week by grade level to talk about how to differentiate the upcoming unit of study, what manipulatives are available to use in the classroom to enhance the lesson, and to examine student work in order to identify ways to increase student understanding. As in years past, we continue to require students to complete portfolio items and unit projects as a way of assessing learning.

This year we are concentrating on the 16% of our students who have not achieved proficiency. The data show that this 16% is spread between both the students with an IEP and those without.

In helping these students we are using our weekly planning meetings to learn different special education strategies that the math teachers can use to reach these students. We have ended the practice of keeping special education teachers within their own departments, and have included them in the content common planning time meetings, so all teachers can share best practices. We are also working on a modified pacing calendar and we are researching various mathematics textbooks that can be used in the CTT and self-contained classes.

Greatest Accomplishment

Our greatest accomplishment has been the progress we've made toward increasing numbers of students who have made one year or more progress in Mathematics. In 2010, the median growth percentile for mathematics of students was 71% for general education, and for special education that data can be broken down to 27% for self-contained classes, 49% for CTT classes, and 58% for SETSS (resource room) classes. It is the progress that we have made without special education populations that we are most proud of, as it speaks to our shared belief that all children can learn. Our goal for this year is to build upon this success by increasing the yearly gains we have made, and to expand this success to include our ELL population.

Significant Barriers

A significant barrier is balancing the need for planning time and for professional development. The ideal way to improve learning for all students is to program time for the general education teachers and special education teachers to plan lessons together, and in addition, target professional development to meet the specific content needs of a particular grade. This planning time provides the general education teacher with the strategies needed to reach this group of students, and during the double period, help the special education teacher meet the individual needs of small groups of students.

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.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, student engagement will increase from 6.5 to 7.2 as measured on the "Learning Environment Survey," translating into a 10% increase in student progress on the 2011 Progress Report.	<input type="checkbox"/> Through curriculum modification (including an emphasis on active learning and the use of technology), and improved avenues of student participation, the administrative and pedagogical staff of JHS 194 is attempting to increase the level of student engagement. We view the benefits of these modifications not just on improved Learning Environment survey outcomes but in better student achievement results as noted by a 10% increase in student progress.
<input type="checkbox"/> By June 2011, our English Language Learners will make more than one year progress in Math, increasing from 40.9% to 51% and in ELA, increasing	<input type="checkbox"/> Through enhanced focus on curriculum development and delivery, as well as "Un-Departmentalizing" of the ELL department (so as to allow for greater interaction between ELL teachers and their content counterparts), the staff of JHS 194 is attempting to increase the performance of ELL students by 10%.

<p>from 44.6% to 45% proficient.</p>	
<p><input type="checkbox"/> By June 2011, students will increase in proficiency on the state ELA exam, rising from 65% to 72%.</p>	<p><input type="checkbox"/> Through curriculum modification (including an emphasis on active learning, multiple intelligences, writing stamina, visual literacy, and the use of technology), the administrative and pedagogical staff of JHS 194 is attempting to increase the level of student literacy by 10%.</p> <div data-bbox="347 359 1568 436" style="border: 1px solid black; height: 37px; width: 752px;"></div>
<p><input type="checkbox"/> By June 2011, students will increase in proficiency on the state Math exam, rising from 71% to 78%.</p>	<p><input type="checkbox"/> Through curriculum modification (including an emphasis on active learning, multiple intelligences, manipulatives, objective and sustained writing, visual literacy, and the use of technology), the administrative and pedagogical staff of JHS 194 is attempting to increase the level of math proficiency by 10%.</p>

SECTION VI: ACTION PLAN

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

Subject Area

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, student engagement will increase from 6.5 to 7.2 as measured on the "Learning Environment Survey," translating into a 10% increase in student progress on the 2011 Progress Report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Teachers will monitor student reading achievement by examining data from Acuity, Scantron Performance Series, in-class conversations, teacher made unit tests, literary letters, and examination of student writing through the lense of the Six Traits Writing rubric. Students performing at a level 2 or a low 3 in grades 6 and 7 will be supported by the Achieve 3000 internet-based nonfiction reading program. This program assesses readers lexile levels, offers students individualized non fiction reading and allows teachers easy access to student work. Responsible staff memebers include members of the English Language Arts Department and Assistant principal, over the course of the entire year.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule 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><input type="checkbox"/> Monies for per diem for professional development are funded from Tax Levy Fair Student Funding. Monies for inquiry team are funded from Tax Levy Children's First Inquiry Teams.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Acuity: 4 times a year; Six-Traits review: 3 times a year; Scantron Performance Series: two times. Achieve assessments occur after students read 40 articles.</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, our English Language Learners will make more than one year progress in Math, increasing from 40.9% to 51% and in ELA, increasing from 44.6% to 45% proficient.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> The target population for this goal is the eighth grade students in the Scholars Program who will take the Algebra Regents in June. Students will be able to attend additional instructional sessions during the after school extended day program four days a week. Teachers will monitor data from teacher-made tests, in-class performance, and the Acuity Regents predictive assessment. Honors Math teachers and the Math Coach are responsible staff members.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teacher-made tests, in-class performance, the Acuity, Regents predictive assessment.</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/>By June2011, students will increase in proficiency on the state ELA exam, rising from 65%to 72%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/>The target population includes those students with an IEP; special education learners. These students will receive additional instruction during the after school extended day program. In addition, the special education teachers will be "unified" with thier respective departments, allowing for greater interaction with the other teachers of their discipline, and the sharing of best practices and techniques for differentiation of instruction. The teachers programs have been modified to allow for one period a week of Common Planning Time by subject and grade level. Extra funds have been allocated in Per Session and Per Diem budget categories to cover teachers engaging in professional development workshops outside of the building during the school day. This will then be turn-keyed to the rest of the department during the Common Planning Time built into the teachers programs.<input type="checkbox"/> Department conferences and immersion in inquiry continue to be part of our professional development plan.Teachers responsible are special education teachers, general education math teachers, and the assistant principals (Math and Pupil Services).</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule 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><input type="checkbox"/> Per Diem absence coverage is funded by TL Fair Student Funding. Per Diem Professional Development is funded by TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/>Acuity, math benchmark assessments, in-class performance, teacher-made tests.</p>

Subject Area
(where relevant) :

Data

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, students will increase in proficiency on the state Math exam, rising from 71% to 78%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Professional development for all teachers by Assistant Principals, Coach, Teachers, and Network Support Staff on the use of ARIS, Acuity, and the Scantron Performance Series. Grade and department conferences throughout the year will examine data from New York State Exams and other data strands and administration will guide conversation on how to use this data, look for evidence in lesson planning and in daily instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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><input type="checkbox"/> Monies for per diem for professional development are funded from Tax Levy Fair Student Funding. Monies for inquiry team are funded from Tax Levy Children's First Inquiry Teams.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Teacher feedback, formal and informal observation, grade and department meetings throughout the year.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 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	41	7			120	2		10
7	34	3	12	25	120			5
8	25	12	6	25	110			5
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> During the 37.5 minute after school extended day program, students receive one-on-one tutoring and/or small group instruction. Some students receive instruction and participate in the internet-based reading program, Achieve 3000. During the school day, for grades 6 and 7, students who performed at a level 2 and a "low" level 3 are scheduled 4 times a week to receive additional instruction and participate in the Achieve 3000 program. JHS 194 as two collaborative team teaching classes on grades six and seven. Both of those classes also participate with the Achieve 3000 reading program.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> During the extended day program, the 37.5 minute time period after the school day, students receive either one-on-one tutoring or small group instruction. Through the use of flash cards, math games or skills workbooks, basic skills are reviewed and practiced.</p>
<p>Science:</p>	<p><input type="checkbox"/> During the extended day 37.5 minutes, students engage in remediation activities that include Brain Pop, Virtual Lab CD, The Rewards Program, and use of the Science Weekly Reader.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> During the extended day 37.5 minutes, students engage in small group instruction that's specific and guided. They also write in a social studies journal and practice writing DBQ essays.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> One to one counseling, group counseling, referrals, parent conferences, classroom presentations, mediation, intervention.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> Individual and group counseling, observations, evaluations.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> One to one counseling.</p>

At-risk Health-related Services:

Daily nursing services, medication or treatments; Case finding, referrals and follow ups.

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)

6,7,8

Number of Students to be Served:

LEP 81

Non-LEP 1041

Number of Teachers 68 -- teachers

Other Staff (Specify) 2 alternate placement paraprofessionals

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.

See L.A.P.

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.

See L.A.P.

Section III. Title III Budget

—

School: 25Q194

BEDS Code: 342500010194

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$3,000	<input type="checkbox"/> For Saturday ESL program: Per Session salaries: 2 Teachers= \$1763.16 1 Supervisor+ \$1236.84
Purchased services - High quality staff and curriculum	N/A	<input type="checkbox"/> N/A

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

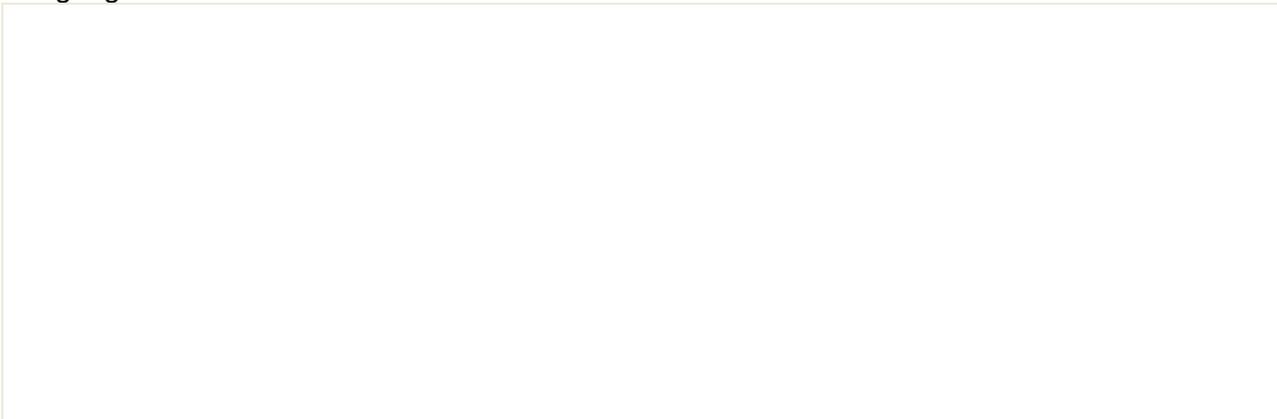
Requirement under Chancellor's Regulations – for all schools

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.

Based upon surveys conducted at Orientation and home language surveys, notices and phone messages are delivered in parents' native languages.



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



Parent-Teacher Compact ensures delivery of translation services to identify parents. During parent-teacher conferences, back to school night and high school night, and other events, staff and parent volunteers are used for translation.

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.

Translation services will be provided by DOE providers, staff members, and parent volunteers. Translated written flyers or letters will be distributed at the same time as those written in English.

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

Oral translation is provided in-house. It is provided by school staff and parent volunteers.

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>.

Signs are posted at the entry to school and near the parent coordinator's office. Lists of staff members and students available for translation are kept in the main office.

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:	0	\$389,019	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,890		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

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

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.

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.



**English Language Arts
Student Performance Trends**

Over the past three years, schoolwide proficiency in English Language Arts has climbed from 74.6% in 2007 to 76.7% in 2008 to 89.8% in 2009. While the proficiency rate has increased, so has our student body. In 2007, JHS 194 had only two grades with an enrollment of 832 students. In 2008 our enrollment grew to 1073 with the addition of sixth grade. Our enrollment increased slightly in 2009 to 1084 students. Schoolwide performance trends indicate that we have successfully adjusted to the inclusion of the sixth grade and at the same time we have increased the numbers of students who perform on the ELA test at proficiency or above.

A further breakdown of our success in increasing the number of students who perform at proficient levels in JHS 194 is as follows: In 2007-2008, the sixth grade, they scored at 78% proficiency, our 7th grade at 86% proficiency, and our 8th grade at 66% proficiency. In 2008-09, our scores were: grade 6 scored a 90% proficiency, grade 7 performed at 91% proficiency, and grade 8, at 89% proficiency.

This year our English Language Arts Department is focusing on work with writing workshop. We are in our second year of implementing the Six-Traits Writing Rubric. This is significant in several ways. The Six-Traits rubric aligns completely with the New York State Language Arts Examination rubric for writing. The rubric also encourages teachers and students to create a common language necessary to describe and “name out” qualities of good writing. Moreover, the Six-Traits framework facilitates short term and long term goal setting while providing a systematic and transparent method for assessment and measurement of student achievement.

Greatest accomplishment

The ELA department at JHS 194 is also proud of the 65.7% of students, in 2008-2009, who made one year progress. Maintaining and improving the median student proficiency and thereby insuring one years’ growth, is a daunting task for a student body that performs at Level 3. To that end we have shifted our method of short term assessments of our students. We are attempting to assess readers on the Scantron Performance Series and analyze the data. For writing assessment, we implemented the Six-Traits Writing Assessment in 2008-2009 and are deepening our practice in the 2009-2010 school year. Implementing the Six-Traits Writing Assessment, which is identical to the New York State English Language Arts Exam writing rubric, allows teachers and students to develop short term and long term writing goals. The language of the framework provides an academic vocabulary for the teaching of writing and empowers teachers to have the language to talk about what they instinctively know about good writing instruction.

Significant Barriers :

A possible barrier to continuous improvement is time. As English Language Arts teachers grow more comfortable using and interpreting data, creating standards-based goals, and individual goals for students (in both reading and writing) there is a greater need for common planning time. The elimination of the 180 minutes of professional development hampered our work in learning communities which are focused now on inquiry. Teachers need time to complete paperwork, Teacher Assessment Notebooks, and to move their professional learning communities forward.

Another possible challenge to continuous improvement is monitoring the median student proficiency scores. Insuring that all students who perform at level three move up within the range of that performance level requires significant attention on the part of the teachers who find developing individualized learning goals for all students an overwhelming challenge.

			Mean					
		Number	Scale	Level 1	Level 2	Level 3	Level 4	Levels 3+4

Grade	Year	Tested	Score	#	%	#	%	#	%	#	%	#	%
6	2008	365	669.8	3	0.8	78	21.4	256	70.1	28	7.7	284	77.8
6	2009	385	673.0	1	0.3	38	9.9	297	77.1	49	12.7	346	89.9
7	2006	379	664.8	2	0.5	108	28.5	234	61.7	35	9.2	269	71.0
7	2007	379	666.9	12	3.2	86	22.7	250	66.0	31	8.2	281	74.1
7	2008	331	671.8	0	0.0	48	14.5	267	80.7	16	4.8	283	85.5
7	2009	357	679.3	1	0.3	30	8.4	275	77.0	51	14.3	326	91.3
8	2006	373	658.2	10	2.7	154	41.3	190	50.9	19	5.1	209	56.0
8	2007	383	668.6	10	2.6	88	23.0	251	65.5	34	8.9	285	74.4
8	2008	363	665.2	9	2.5	112	30.9	216	59.5	26	7.2	242	66.7
8	2009	316	675.9	1	0.3	35	11.1	256	81.0	24	7.6	280	88.6
All Grades	2006	752		12	1.6	262	34.8	424	56.4	54	7.2	478	63.6
All Grades	2007	762		22	2.9	174	22.8	501	65.7	65	8.5	566	74.3
All Grades	2008	1059		12	1.1	238	22.5	739	69.8	70	6.6	809	76.4
All Grades	2009	1058		3	0.3	103	9.7	828	78.3	124	11.7	952	90.0

Mathematics:

Student Performance Trends:

Over the past three years students who meet or exceed NYS Mathematics Standards have increased from 73% to 95% proficiency achievement. As a department these gains were made possible by consistently re-evaluating our goals, teaching styles, differentiating our lessons based on students needs, and increasing the rigor by adhering to a pacing calendar. The members of the department give up an administrative period once a month to talk about how to differentiate the upcoming unit of study, and what manipulatives are available to use in the classroom to enhance the lesson. We require students to complete portfolio items and unit projects as a way of assessing learning.

This year we are concentrating on the 5% of our students who have not achieved proficiency. The data shows that this 5% falls mainly in the category of students with an IEP.

In helping these students we are using our monthly meetings to learn different special education strategies that the math teachers can use to reach these students. We are working on a modified pacing calendar and we are researching various mathematics textbooks that can be used in the CTT and self contained classes

Greatest Accomplishment :

Our greatest accomplishment has been the progress we've made toward increasing numbers of student who meet or exceed New York State Mathematics Standards. In 2007, 73% of students met or exceeded standards. In 2009, the total percentage of students who performed at levels 3 and 4 reached 95%.

Significant Barriers :

A significant barrier is the lack of planning time. The ideal way to improve learning for this group of students is to program time for the general ed. teacher and special ed. teacher to plan lessons together. This planning time would provide the general ed. teacher with the strategies needed to reach this group of students, and during the double period, help the special ed. Teacher meet the individual needs of small groups of students.

2. Schoolwide reform strategies that:

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

See Section VI, Action Plan

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.

See Appendix 1, p. 14

o Help provide an enriched and accelerated curriculum.

Section VI, Action Plan

o Meet the educational needs of historically underserved populations.

N/A

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.

Part B, Academic Intervention Services

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

N/A

3. Instruction by highly qualified staff.

Our school is staffed with 100% highly qualified teachers.

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.

Staff will continue to participate in school-wide and LSO professional development.

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.

See Parent - School Compact.

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.

See #7, School level Reflection

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.

Part B, Academic Intervention Services

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.

School participates in universal free breakfast and lunch programs and feeds on average 980 students per day. The afterschool YMCA Beacon program serves approximately 80 students per week and supports both academic, social and recreational activities.

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" ¹ 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 ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Check(x)	Page#(s)
		Yes	No	N/A				

¹**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.

²**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.
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 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>

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.)
0
2. Please describe the services you are planning to provide to the STH population. N/A

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).
0
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_25Q194_112910-153745.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 609	District 25	School Number 194	School Name William H. Carr JHS
Principal Richard Garino		Assistant Principal Joyce Yuen-Toy	
Coach type here		Coach type here	
Teacher/Subject Area Ana Del Rio/ESL		Guidance Counselor type here	
Teacher/Subject Area Alex Cho/Math		Parent type here	
Teacher/Subject Area type here		Parent Coordinator type here	
Related Service Provider Susan Miller/ Speech		Other Maureen Robins, A. P./ELA	
Network Leader Debra Von Nostrand		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	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1133	Total Number of ELLs	87	ELLs as Share of Total Student Population (%)	7.68%
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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.

At admission, the parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS) administered by a trained pedagogue. If the HLIS indicates that the student is a second language learner, the Language Assessment Battery-Revised (LAB-R) is administered by the ESL teacher. The results will indicate whether a student is an English Language Learner (ELL) and entitled to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she will also take a Spanish LAB to determine language dominance. The school then notifies the parent(s)/guardian(s) in writing in the student's home language detailing the score(s) and the different ELL programs that are available.

JHS 194 holds orientation for the parents or guardians of newly enrolled ELLs during Back to School Night in September. At this time parents are informed of the available ELL programs. The parents have the opportunity to receive materials in their home language about ELL programs and to ask questions about ELL services (with assistance of a translator.) At the end of the orientation, the Parent Survey and Program Selection Forms are collected. The student's placement is based on parent preference and program availability. For parents/guardians who may be unable to attend the orientation, additional outreach is conducted by phone or letter in the native language if needed. For families whose students are admitted to JHS 194 during the school year, orientation is provided during admission or after the LAB-R is hand scored. Again, additional outreach is conducted by phone or letter in the native language if needed.

After reviewing the Parent Survey and Program Selection forms for the past years, the trend in program choices that parents have requested is the English as a Second Language (ESL) Program. Over 98% of our parents have made this selection because it is what is offered at JHS 194. The parents desire their children to attend this school because of the safe learning environment and it is their neighborhood school.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	56	Special Education	26
SIFE	1	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	56	1	9	27		15	4		2	87
Total	56	1	9	27	0	15	4	0	2	87

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

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
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							15	17	8					40
Chinese							9	9	9					27
Russian							1							1
Bengali								1						1

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
Urdu									1					1
Arabic							2		1					3
Haitian														0
French														0
Korean							1	3						4
Punjabi														0
Polish														0
Albanian									1					1
Other							7	1	1					9
TOTAL	0	0	0	0	0	0	35	31	21	0	0	0	0	87

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.

For the 2010-2011 school year, JHS 194 ESL program consists of a mixed grade (6-8) self-contained/freestanding ESL class and several small group pull-out classes. We offer the ESL program because 91% of our ELLs are students who, according to their 2010 NYSESLAT results, continue to be entitled to receive English language development support in classes. The students were previously in ESL classes and remain in the ESL program because studies show that students who remain in the same program from year to year are more apt to perform better on standardized English and mathematics city and state tests and are more academically successful than those who alternate between different programs.

The students are placed/grouped according to their performance on multiple assessments (LAB-R, 2010 NYSESLAT, ELA and Math state exams, teacher made assessment and observations) and/or grade level. In the mixed grade freestanding ESL class, the students are predominately newcomers at the beginning or low intermediate levels. In the pull-out ESL classes, the students perform at the advanced or intermediate level; have basic Tier II words (non-specialized academic words) and content area vocabulary critical for comprehension; have strong ELA literacy skills and/or formal academic learning in their home language. These students have also demonstrated some proficiency at grasping new ideas, concepts and language at the same time.

The Freestanding ESL class receives ten (10) periods of departmentalized ESL instruction in English Language Arts (ELA) from a licensed ESL teacher. In addition, the class also receives similar number of periods of instruction as their non-ESL cohorts: 8-9 periods of Math, 5 periods of Social Studies and 5 periods of science from licensed content area teachers. In the ESL/ELA class, the teacher implements components of the balanced literacy model – read aloud/think aloud/talk aloud, mini-lesson, group work and share; and daily writing activities. Classroom libraries have been established in the ESL/ELA classroom to reflect the English Performance levels of students and support the units of studies. The content area classes are taught by licensed content teachers that infuse ESL instructional strategies. This year, three of our core content area teachers are also speakers of other languages and one also has ESL extension. This enables the teachers to tap into their students’ existing native language skills and prior content knowledge. In addition, the use of flexible grouping, pairing students with the same native language background or varying levels of language proficiencies, allows the students to access content. The students are with their non-ESL cohorts in the elective and physical education classes. Our goal is to move beyond the functional language syllabus and adopt a content-rich curriculum with critical thinking skills because a strong proficiency in oral English does not necessarily translate into academic success.

The students in the pull-out ESL program are placed in mainstreamed classes and pulled out for ESL service by the licensed ESL teacher four (4) or eight (8) periods a week. They are grouped for instruction according to their grade/ability level. In the mainstream classes, the students receive between 8-9 periods of English Language Arts with a licensed English teacher. The students are taught by licensed content area teachers using the sheltered instruction observation protocol (SIOP) and other ESL strategies to assist and quicken both English language and core content learning. In addition, many of the students receive Achieve 3000, smaller class instruction in ELA and Math and/or extended day. Our data has shown that when placed in the mainstream environment with non-ESL students, the students show substantial growth in their cognitive academic language proficiency (CALP). The ESL teacher meets with the general education teachers to ensure curricular alignment and support. The ESL pull-out program emphasizes English language development as well as the reinforcement of subject matter being taught in the core subject classrooms. The goal is to help students become academically successful in content area learning while becoming proficient in reading, writing, speaking and listening in English.

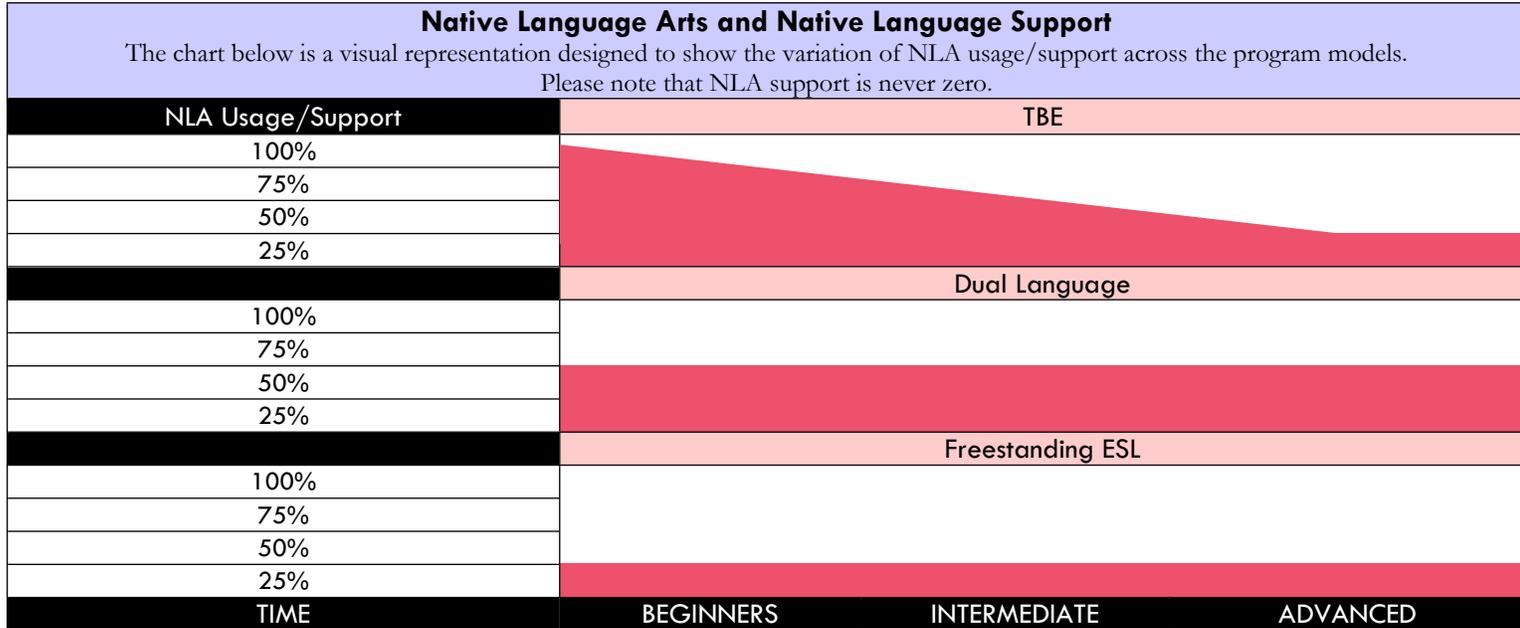
In analyzing the 2010 New York State English as a Second Language Achievement Test (NYSESLAT) performance data of the 16 students who have more than three years of ESL and require an extension of services, 14 students did not meet performance in the reading/writing modalities and 2 students did not meet performance in the listening/speaking modalities. Only one student improved by one level while the others remain at the same level. In looking at these students’ 2010 English Language Arts (ELA) State exam data, the students were equally divided between level 1 and Level 2 on the exam. In addition, three of the students are holdovers due to poor academic performance and one student was recommended for bilingual services as per his Individualized Education Plan (IEP.)

For our students with more than three years of ESL service, depending on their 2010 performance on the NYSESLAT and ELA State Exams and teacher assessment, we’re providing the following additional services to meet their language needs: 10 periods of English Language Arts; placement in the Integrated Co-Teaching class allowing additional teacher support in the major subjects, greater ability to differentiate instruction and smaller class size; participation in Achieve3000, a web-based differentiated reading program; participation in a modified Wilson Reading program; placement in at risk Special Education Teacher Support Service (SETSS,) at risk speech/language services, other related services; parent outreach, daily monitoring, morning tutoring and/or Title III Saturday Academic program in science and social studies.

Our long term students who may be identified as having special needs will be referred to the Pupil Personnel Team (PPT) for further support. The PPT will outreach to the parents, students may be place in at risk Special Education Teacher Support Service (SETSS,) at risk speech/language services and/or other related services. After ten weeks, the PPT will evaluate the student’s progress and if needed, would formally put in a request for evaluation for special education services.

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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

The ESL program is aligned with rigorous city and state standards and core content initiatives in literacy, social studies, science and mathematics. In addition to the acquisition of English language as a primary goal, the program also integrates language instruction across content areas, thus meeting both the linguistic and academic needs of English learners and preparing the students to become academically successful in core subject learning.

In the ESL Program, various supporting structures and strategies are used to promote the development of language and academic development: modeling; bridging connection between new concepts and language, and previous knowledge to activate prior knowledge; embedding the new language in multisensory experiences using realia, manipulatives, graphic representation, verbal analogies, metacognition, and thinking beyond the experience to reflect on the processes involved; sheltered English instruction with language related lesson modifications, thematic instruction and units of study, cooperative group work and multidimensional assessment.

Instruction materials used to support ELLs are: National Geographic American History Reading Expeditions; Rosen Publishing Group ancient civilization and American History trade books, science (chemistry and physics) materials and CD ROMs; Great Source Access ESL science and history textbooks and workbooks; Longman ESL science textbooks; Mondo level libraries; Attanasio monolingual/bilingual dictionaries and NYSESLAT prep books; CD and cassette players; symposium (Smart Board) and projector.

The following transitional support is offered to ELLs reaching proficiency: placement in the Integrated Co-Teaching class allowing additional teacher support in the major subjects, greater ability to differentiate instruction and smaller class size; participation in Achieve3000, a web-based differentiated reading program; placement in at risk Special Education Teacher Support Service (SETSS,) at risk speech/language services, other related services; parent outreach, daily monitoring with the guidance counselor, morning tutoring.

Due to scheduling conflicts, we're not able to offer the Wilson Reading Program to our students. This year, we're working on aligning units of studies in the ELA and Social Studies content areas. We're hoping that by organizing the curriculum it would help students develop a deep understanding of core concepts in each subject matter area and by sequencing activities over time it would help students connect new learning to prior learning.

The ELLs at JHS 194 predominately travel to and from school each day by school bus. As a result, many of the students are not able to take advantage of after school activities (Beacon Program, play rehearsals...) as they have no mode of transportation home. This year we will again offer Title III Saturday classes in ESL/Social Studies and Science. To entice students and parents to participate in a structured activity, the program will include activities in the computer lab and the use of multimedia equipment to support language acquisition and books on tape to enhance instruction.

The school offers Spanish to all eight graders as a language other than English.

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.

Professional development for our ESL teachers includes: academic language development aligned with the Common Core State Standards; developing strong literacy and vocabulary instruction for ELLs, inter-visitation with other JHS ESL teachers and understanding student assessment data to accurately evaluate student growth and using the results to guide instruction. Our ESL teachers will attend conferences and be supported by the network and BETAC. The ESL/ELA teacher will continue her work on maintaining Running Records, reading and writing conferences, levels of books and to differentiate instruction for a wide variety of English Language Learners, and developing lessons aligned with the mainstreamed ELA curriculum.

Our professional development plan for all non-ELL personnel at the school will focus on developing strong literacy instruction for ELLs across content areas; understanding student assessment data to accurately evaluate student growth and using the results to guide instruction, providing opportunities for teachers to discuss their practice, visit classrooms and study student work with the focus on improving instruction and creating positive classroom/school climate for ELLs and developing Parent/Family Involvement in the Education of ELLs.

To support ELLs transitioning from elementary school to middle school or from one school system to NYC, the guidance counselors, the assistant principal and teachers outreach to students as needed on a one-to-one bases or small group to discuss topics such as, but not limited to: expectations of NYC school system; organization and study skills; time management; accessing community services...

Assistant Principals who supervise ESL/ELA and MATH teachers who are working in the Title III program will provide professional development to per-session teachers after school to discuss strategies and plan lessons that focus on the needs of the students who attend the Saturday classes.

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?

Due to the parents' work schedule and child care needs, we have limited parent involvement. Parents are involved in the SLT, PTA, various school and community activities, events and fundraising.

In addition to the Parent Coordinator outreaching to all parents of upcoming school events and workshops, the school also utilizes the school's website, auto-telephone messaging and the use of Snapgrades.com. Parent needs are evaluated through individual outreach and contact made by the guidance counselor and assistant principals and teachers, and particular topics/concerns relevant to their students (i.e., internet safety, graduation, academic progress, after school programs...)

In addition, here are some ways we reach out to parents of ELLs to increase the likelihood of their participation: Use their preferred language by –translating the written communications that are sent home, identifying and putting the parents in touch with bilingual staff members; teach parents on the NYC school system - How the school works, the school curriculum, standards, benchmarks, and materials and teacher/school expectations

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)							4	8	6					18
Intermediate(I)							7	3	9					19
Advanced (A)							24	20	6					50
Total	0	0	0	0	0	0	35	31	21	0	0	0	0	87

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							2	2	2				
	I							4	3	5				
	A							17	17	6				
	P							9	5	6				
READING/ WRITING	B							2	4	5				
	I							8	3	9				
	A							19	12	5				
	P							3	8	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	13	5	0	26
7	10	14	1	0	25
8	7	6	0	0	13
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	2	0	13	4	7	4	4	0	34
7	0	0	10	6	6	1	2	2	27
8	0	1	6	4	4	3	0	1	19
NYSAA Bilingual Spe Ed									0

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Our school uses the ELL and ELA Periodic Assessments, Achieve 3000, Online Performance series, Teacher College Running Record and/or DRA to assess the literacy skills of our ELLs. Based on the data gathered from these sources, the students perform below grade level in fictional text and far below grade level in nonfiction text. The students lack stamina in reading and writing, and vocabulary skills that support grade level and content area comprehension. We need to develop effective whole-class, small-group, and individual strategies and activities that increase both reading and writing fluency and stamina and enable the students to become fluent readers and writers across content areas.

Of the current ELLs who took the 2010 English Language Arts (ELA) state test, many students who scored a level 1 were either newcomers with less than two years of ESL instruction or students with special needs in the Integrated Co-teaching or self-contained classes. Many of the students who received a level 2 on the ELA exams are at the advanced level on the NYSESLAT passing one of the modalities. The students fared better with the 2010 NY State Math. For some of the students, math was their strong content area in their native countries.

In addition, the NYSESLAT and ELA performance data do not show a substantial difference between Intermediate level students who were placed in the self-contained ESL program or the Pull-out program with additional support service(s).

For the 2010-2011 school year, many of our beginning level students are new/recent admits with 0-1 year in the New York City School system. The challenge of preparing these beginners to meet the same academic demands that face their monolingual peers, as well as helping them to master another language is formidable. Our goal this year is to provide greater academic rigor in language instruction and across the content areas. We aim to provide English language learners math, social studies, language arts, and science instruction in ways that concurrently develop their English language acquisition and offer multiple opportunities to use the vocabulary and concepts needed for retention and therefore academic achievement.

Classroom instruction will focus on literal comprehension (to get the gist of the story/information), to comprehend deeply and probe ideas in the content areas. We need the students to develop basic and advanced vocabulary and for vocabulary instruction to be taught more effectively, systematically and efficiently. Additionally, we need to tap into what students already know about the content and build background knowledge for academic achievement. The students also need to construct meaning through oral, written, artistic and dramatic means; revising thinking based on interactions with others; do more speaking and listening (turn and talk, accountable talk, group discussion, think, pair, share) their ideas and responses before writing.

The students will have more access to Achieve3000. The Program builds skills in reading comprehension, vocabulary and writing. The ELLs have access to high interest current articles, rewritten for different reading levels, that are motivating and relevant to various areas of study, e.g., health, history, education, the environment, technology, business, spotlight on people, elections, and arts and entertainment.

The school leadership and the teachers often study the performance data of the students at their Team meetings. We are concerned with the academic growth of the students. The data also help the teachers to determine the needs of the students/class and establish the teaching and learning goals for the group/class.

For the ELLs in the mainstream classes, the interim assessment provides us with formative assessment data to support ELA and ESL classroom instruction. Many students are not able to apply deep comprehension strategies (synthesize, determining importance, infer...) and require many opportunities to practice these skills. The teachers also realize that the students need to be more metacognitive in order to retain and reapply what they learn and be asked to articulate their thinking and how it helps them understand more deeply.

The success of our ESL program is measured by the numbers of students who become proficient on the 2011 NYSESLAT and who demonstrate one years' growth on the ELA exam.

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

School Name:	J.H.S. 194 William Carr					
District:	25	DBN:	25Q194	School		342500010194

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.9	95.6	95.1
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.8	97.3	96.8
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	391	387	376	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	367	373	386		33.8	43.5	43.5
Grade 8	325	367	369				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	4	3
Grade 12	0	0	0				
Ungraded	1	1	1	Recent Immigrants - Total Number:			
Total	1084	1128	1132	(As of October 31)	2007-08	2008-09	2009-10
					29	23	18

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	18	31	33	Principal Suspensions	174	163	59
# in Collaborative Team Teaching (CTT) Classes	45	50	63	Superintendent Suspensions	21	20	14
Number all others	60	64	65				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	66	56	TBD
# ELLs with IEPs	9	26	TBD
Number of Teachers			
	64	63	63
Number of Administrators and Other Professionals			
	11	11	12
Number of Educational Paraprofessionals			
	1	0	3

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	14	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
				% more than 2 years teaching in this school	59.4	58.7	79.4
				% more than 5 years teaching anywhere	54.7	52.4	57.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	89.0	90.0	88.9
American Indian or Alaska Native	0.3	0.3	0.4	% core classes taught by "highly qualified" teachers	97.5	100.0	98.2
Black or African American	1.0	1.8	1.9				
Hispanic or Latino	22.4	23.6	26.6				
Asian or Native Hawaiian/Other Pacific	32.1	30.9	29.3				
White	44.1	43.4	41.8				
Male	53.0	53.5	53.2				
Female	47.0	46.5	46.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
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					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	64.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	10.5						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 25Q194

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	n/a	389,019	389,019
2. Enter the anticipated 1% set-aside for Parent Involvement:	n/a	3,890	3,890
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	n/a	*	
4. Enter the anticipated 10% set-aside for Professional Development:	n/a	*	

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

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

N/A

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

See pages 10-12 of CEP

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See pages 13-19 of CEP

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Off site professional development for staff in the following areas: Understanding by Design frameworks; Common Core State Standards; Bullying; Positive Behavior Intervention Systems (P.B.I.S); English Language Learner strategies; Students With Disabilities strategies & SEISS Individualized Education Plan creation; STEM Science Training.

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

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

Translation of all critical correspondence & providing of interpretation services during meetings & events such as "Back to School Night" and "English as a Second Language Orientation."

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

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

The 2009 / 2010 school survey showed a 38% response from teachers, and of that group, only 64% felt that teachers were invited to play a meaningful role in setting goals and decision making. In the 2010/2011 survey, over 58% of teachers will respond (an increase of 20%), and 85% of those respondents will report an active role in goal setting and decision making. Increasing teacher involvement in decision making will shift the school culture in a positive direction and enhance student engagement. This will result in an increase in overall student progress (10%) as measured by the school progress report.

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.

Students who are experiencing difficulty in their subject classes will receive Academic Intervention Services, Resource Room, or Extended Day.

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

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
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¹ **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.

² **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.
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	<i>or Local)</i>	(✓)			<i>school allocation amounts)</i>	Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal	X			389,019	X	
Title II, Part A	Federal			X			
Title III, Part A	Federal	X			20,320	X	
Title IV	Federal			X			
IDEA	Federal		X				
Tax Levy	Local	X			4,806,139	X	

