



**IS 204**  
**OLIVER WENDELL HOLMES INTERMEDIATE SCHOOL**  
**2010-2011**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (DISTRICT/ BOROUGH/ NUMBER I.E., 01M000)**  
**ADDRESS: 36-41 28<sup>TH</sup> STREET, LONG ISLAND, NEW YORK 11106**  
**TELEPHONE: (718)937-1463**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** Q204      **SCHOOL NAME:** Oliver Wendell Holmes

**SCHOOL ADDRESS:** 36-41 28<sup>th</sup> Street, Long Island City, New York, 11106

**SCHOOL TELEPHONE:** (718)937-1463      **FAX:** (718)937-7964

**SCHOOL CONTACT PERSON:** Yvonne Leimsider      **EMAIL ADDRESS:** yleimsi@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Sofia Simeonidis

**PRINCIPAL:** Yvonne Leimsider

**UFT CHAPTER LEADER:** Adele Goldberg

**PARENTS' ASSOCIATION PRESIDENT:** James Adams

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      n/a

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 30      **CHILDREN FIRST NETWORK (CFN):** Empowerment Network 410

**NETWORK LEADER:** A. Santana

**SUPERINTENDENT:** Dr. Composto

Name	Position and Constituent Group Represented	Signature
Ms Leimsider	*Principal or Designee	
Ms Simeonidis	Chairperson , SCHOOL LEADERSHIP TEAM	
Ms Goldberg	*UFT Chapter Chairperson or Designee	
James Adams	*PA/PTA President or Designated Co-President	
Silvia Noboa-Yee	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms Conway	DC 37 Representative, if applicable	
Ms Purdy	Member/Assistant Principal	
Ms Norton	Member/Lead Literacy Teacher	
Shaniqwa Webb	Parent Representative	
Nila Saeed Ahmed	Parent Representative	
Catherine Paganas	Parent Representative	
Suada Hdzimushovich	Parent Representative	

\* Core (mandatory) SLT members.

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

Oliver Wendell Holmes Middle School pursues excellence. With the support of our parents and community, we provide rewarding and challenging academic and social experiences, which focus on high expectations for all students. The structuring of our school into academies has created a learning community in which our students grow to be successful and responsible citizens in our multicultural and technologically oriented society. The Academies provide students with core academic subjects with elective courses that will help shape their future endeavors.

IS 204 is located in Long Island City and in an economically disadvantaged area. We draw a large number of our students from three neighboring public housing projects; we constantly strive to provide programs and structures to deal with the challenges of the community. In addition to being the only Empowerment middle school in District 30.

IS 204 has actively sought to provide a variety of rich educational programs through grant applications and this year we have been successful and we will be offering a diversified and enriching curriculum. The following outline these new directions as a result.

Poetry Inside Out is a cross-cultural literacy program that heightens participants' awareness of the function of language so they come to understand that the purpose of reading is for understanding, and that writing is for communicating. Students acquire these core concepts through the practice of translating great poetry from renowned worldwide poets.

In a Literature to Life Residency, Master Teaching Artists and participating classroom teachers will meet to identify units of study using the Literature to Life Matrix. This innovative tool will guide lesson planning around the chosen literature. Our methodology uses high quality theatre, drama-in-education and significant American literature to foster students' personal connections to cross-curricular, standards-based units of study.

GLOBE Program, Queens College, CUNY, involving students and their teachers in world wide research examining long term global change it features authentic inquiry based scientific education for students, with scientific protocols to different age level and learning style.

iZone will involve flexible planning to enable us to present an integrated curriculum project. It will be important for us to be able to have core subject time scheduled into this matrix so that learning is conducted in a multi layered manner, thus enabling the rigorous treatment of core subject content Teaching the multi disciplinary skills and understandings.

IS 204 NCLB/SED Status is Restructured (Year 3) Advanced – Focused and following the Joint Intervention Team Review (JIT) in 2010, a Restructure Plan has been developed and submitted.

We have many community partnerships to educate our students academically and socially. These partnerships include:

- City Year; community service that provides opportunities to “Young Heroes”
- Intrepid; teaching community awareness
- LEAP; arts partnership that provides visits from world famous artists and collaborates to create
- public art display
- Leadership Program; teaching strategies to become active and informed citizens
- Beacon; after school opportunities, adult education, homework help
- Computers for Youth; provides access to free computers and internet to all students
- The Literature Place Theatre
- Poetry Inside Out (PIO)—part of the Center for the Art of Translation
- The Innovation Zone (iZone) District 30 Magnet Grant Program
- Through the Magnet Schools Assistant Program(MSAP) we are linking with GLOBE Program, Queens College, CUNY and reaching out to Con Edison

#### **Vision Statement**

The vision of IS 204 is that all students will meet and exceed academic standards, through enrollment in one of our academies. Our vision will be achieved in a supportive setting by dedicated teachers and staff whose goal is to enhance our children's academic futures.

**Mission Statement**

Is 204, “The Holmes School”, pursues excellence. With the support of our parents and community, we provide a rewarding and challenging academic and social experience which focuses on high expectations for all students. With the structuring of our school into academies, we have created a learning community in which our students grow up to be successful and responsible citizens in our multicultural and technological oriented society. Each academy gives students core academic subjects along with elective courses that will help shape their future endeavors. “There is no place like Holmes

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	20	50	TBD	Number of Administrators and Other Professionals	20	19	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	9
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	2	22	% fully licensed & permanently assigned to this school	100.0	100.0	98.2
				% more than 2 years teaching in this school	63.5	79.4	86.2
				% more than 5 years teaching anywhere	48.6	55.9	70.7
<b>Ethnicity and Gender - % of Enrollment:</b>				% <i>Masters Degree or higher</i>			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by “highly qualified” teachers (NCLB/SED)	85.0	91.0	91.4
<b>October 2010</b> American Indian or Alaska Native	0.3	0.4	0.1		95.2	93.9	89.9
Black or African American	21.3	21.7	18.4				
Hispanic or Latino							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:		X		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:		-	
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	√	√	√			-	
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√				-	
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial							
Students with Disabilities	√sh	√				-	
Limited English Proficient	X	√					
Economically Disadvantaged	√	√				-	
<b>Student groups making AYP in each subject</b>	7	8	1			0	
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	65.2			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	7			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	9.9			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	38.5			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	9.8			Quality Statement 5: Monitor and Revise			
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				U = Underdeveloped			
√ <sup>SH</sup> = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

### Overview of IS 204 Proficiency Rates by Grade and Subject in New York State Tests in 2010

	Percentage of students that scored at or above Level 3		Total Tested
	0%	50%	100%
<b>English Language Arts</b>			
Grade 6	38%		243
Grade 7	34%		223
Grade 8	36%		249
<b>Mathematics</b>			
Grade 6	50%		244
Grade 7	58%		223
Grade 8	38%		250
<b>Science</b>			
Grade 8	49%		238

**Adequate Yearly Progress (AYP)** was:

- in ELA, Mathematics and Science for ALL students.
  
- not meet by student subgroups for ELA.

### **ELA PERFORMANCE TRENDS**

#### ***Student Performance***

35.8% Students achieving Proficiency Level 3 or 4

2.68 Median Student Proficiency for all students tested (or 38.2% on the continuum between the lowest and highest in our peer group of schools)

#### ***Student Progress***

71.0 Median Growth Percentile

78.0 Median Growth Percentile for school's lowest third

+1.5 Credit for Exemplary Proficiency Gains of 68.4% for our English Language Learners

+0.75 Credit for Exemplary Proficiency Gains of 55.9% for Lowest Third Citywide at this school making gains

+1.5 Credit for Exemplary Proficiency Gains of 68.4% for our Self-Contained/CTT/SETSS at this school making gains

## Grade 6 ELA

**Results by Student Group**

	2009–10 School Year			
	Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4
<b>All Students</b>	<b>243</b>	<b>81%</b>	<b>38%</b>	<b>2%</b>
Female	110	85%	34%	2%
Male	133	78%	42%	3%
American Indian or Alaska Native	2	–	–	–
Black or African American	46	72%	26%	0%
Hispanic or Latino	121	81%	35%	1%
Asian or Native Hawaiian/Other Pacific Islander	63	92%	57%	8%
White	11	–	–	–
Multiracial				
Small Group Totals	13	69%	23%	0%
General-Education Students	189	90%	46%	3%
Students with Disabilities	54	52%	11%	0%
English Proficient	211	88%	42%	2%
Limited English Proficient	32	41%	13%	3%
Economically Disadvantaged	232	81%	38%	2%
Not Disadvantaged	11	91%	45%	9%
Migrant				
Not Migrant	243	81%	38%	2%

## Grade 7 ELA

**Results by Student Group**

	2009–10 School Year			
	Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4
<b>All Students</b>	<b>223</b>	<b>80%</b>	<b>34%</b>	<b>4%</b>
Female	122	84%	39%	6%
Male	101	76%	28%	3%
American Indian or Alaska Native				
Black or African American	43	58%	14%	2%
Hispanic or Latino	116	84%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	48	90%	60%	13%
White	16	81%	31%	6%
Multiracial				
Small Group Totals				
General-Education Students	180	88%	41%	6%
Students with Disabilities	43	47%	2%	0%
English Proficient	192	84%	38%	5%
Limited English Proficient	31	58%	10%	0%
Economically Disadvantaged	214	79%	33%	5%
Not Disadvantaged	9	100%	56%	0%
Migrant				
Not Migrant	223	80%	34%	4%

Grade 8 ELA

**Results by Student Group**

**2009–10 School Year**

	Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4
<b>All Students</b>	<b>249</b>	<b>86%</b>	<b>36%</b>	<b>1%</b>
Female	117	90%	41%	2%
Male	132	83%	31%	1%
American Indian or Alaska Native	1	–	–	–
Black or African American	68	76%	19%	0%
Hispanic or Latino	131	88%	36%	1%
Asian or Native Hawaiian/Other Pacific Islander	33	97%	55%	3%
White	16	–	–	–
Multiracial				
Small Group Totals	17	94%	65%	6%
General-Education Students	205	91%	41%	1%
Students with Disabilities	44	64%	9%	0%
English Proficient	223	89%	40%	1%
Limited English Proficient	26	62%	0%	0%
Economically Disadvantaged	238	86%	36%	1%
Not Disadvantaged	11	91%	36%	0%
Migrant				
Not Migrant	249	86%	36%	1%

**ELA ANALYSIS COMPARING 2008-09 TO 2009-10:**

- 25.3% increase all Grade 6 students achieving 3 & 4
- 14.3% increase all Grade 7 students achieving 3 & 4
- 29.2% increase all Grade 8 students achieving 3 & 4
- 23.1% overall from 2008 to 2009
- 15% decrease for all students achieving Level 1 from 2006 to 2009
- Significant dip from 2009 to 2010.

**ELL's:**

- 12.5% decrease in ELL students achieving Level 1 between 2008 to 2009 in all grades
- 4.3% increase in ELL students achieving Level 2 between 2008 to 2009 in all grades
- 8.5% increase all ELL students achieving 3 & 4 IN ELA in all grades
- 12.4% increase in grade 6 ELL students in Levels 3 and 4 between 2008 to 2009
- 5.9% increase in grade 7 ELL students in Levels 3 and 4 between 2008 and 2009
- 8.8% increase in grade 8 ELL students in Levels 3 and 4 between 2008 and 2009
- Significant dip for ELL students from 2009 to 2010.

**SWD's:**

- 18.7% decrease in IEP students achieving Level 1 between 2008 to 2009
- 3.4% decrease in IEP students achieving Level 2 between 2008 to 2009
- 22% increase IEP students achieving Level 3 & 4 in ELA between 2009 to 2009
- 28.9% increase in IEP students achieving Level 3 & 4 in ELA between 2006 to 2009
- Significant dip for Special Ed. from 2009 to 2010.

**MATHEMATICS PERFORMANCE TRENDS**

**Student Performance**

48.3.8% Students achieving Proficiency Level 3 or 4

2.94 Median Student Proficiency for all students tested (or 42.5% on the continuum between the lowest and highest in our peer group of schools)

**OCTOBER 2010**

**Student Progress**

72.0 Median Growth Percentile

71.0 Median Growth Percentile for school's lowest third

+0.75 Credit for Exemplary Proficiency Gains of 51.7% for our English Language Learners

+0.75 Credit for Exemplary Proficiency Gains of 47.1% for Lowest Third Citywide at this school making gains

+1.5 Credit for Exemplary Proficiency Gains of 53.8% for our Self-Contained/CTT/SETSS at this school making gains.

**Grade 6 Mathematics****Results by Student Group****2009–10 School Year**

	Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4
<b>All Students</b>	<b>244</b>	<b>91%</b>	<b>50%</b>	<b>16%</b>
Female	111	93%	51%	13%
Male	133	90%	49%	20%
American Indian or Alaska Native	2	–	–	–
Black or African American	47	87%	32%	4%
Hispanic or Latino	120	89%	39%	11%
Asian or Native Hawaiian/Other Pacific Islander	64	98%	83%	39%
White	11	–	–	–
Multiracial				
Small Group Totals	13	92%	54%	0%
General-Education Students	190	96%	60%	19%
Students with Disabilities	54	76%	15%	7%
English Proficient	212	95%	55%	18%
Limited English Proficient	32	66%	16%	6%
Economically Disadvantaged	233	91%	48%	15%
Not Disadvantaged	11	91%	82%	45%
Migrant				
Not Migrant	244	91%	50%	16%

## Grade 7 Mathematics

### Results by Student Group

	2009–10 School Year			
	Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4
<b>All Students</b>	<b>223</b>	<b>88%</b>	<b>58%</b>	<b>30%</b>
Female	121	92%	61%	31%
Male	102	84%	55%	28%
American Indian or Alaska Native				
Black or African American	43	67%	33%	5%
Hispanic or Latino	116	93%	56%	26%
Asian or Native Hawaiian/Other Pacific Islander	48	96%	81%	56%
White	16	88%	75%	44%
Multiracial				
Small Group Totals				
General-Education Students	181	97%	66%	34%
Students with Disabilities	42	50%	24%	10%
English Proficient	192	91%	64%	33%
Limited English Proficient	31	71%	26%	6%
Economically Disadvantaged	214	88%	57%	29%
Not Disadvantaged	9	100%	78%	33%
Migrant				
Not Migrant	223	88%	58%	30%

## Grade 8 Mathematics

### Results by Student Group

	2009–10 School Year			
	Total Tested	Percentage scoring at level(s):		
		2–4	3–4	4
<b>All Students</b>	<b>250</b>	<b>90%</b>	<b>38%</b>	<b>16%</b>
Female	118	87%	38%	19%
Male	132	93%	37%	13%
American Indian or Alaska Native	1	–	–	–
Black or African American	68	85%	9%	4%
Hispanic or Latino	132	91%	40%	14%
Asian or Native Hawaiian/Other Pacific Islander	33	97%	82%	45%
White	16	–	–	–
Multiracial				
Small Group Totals	17	94%	47%	18%
General-Education Students	205	92%	42%	19%
Students with Disabilities	45	82%	18%	2%
English Proficient	224	91%	39%	17%
Limited English Proficient	26	88%	23%	4%
Economically Disadvantaged	239	90%	38%	16%
Not Disadvantaged	11	100%	18%	0%
Migrant				
Not Migrant	250	90%	38%	16%

### MATHEMATICS ANALYSIS COMPARING 2008-09 TO 2009-10:

- 28.1% increase in Grade 6 students achieving proficiency (Levels 3 & 4), while there was a decrease in Level 1 students of 5.7% in this period
- 39.9% increase in Grade 7 students achieving proficiency (Levels 3 & 4), while there was a decrease in Level 1 students of 20.5% in this period
- 50.6% increase in Grade 8 students achieving proficiency (Levels 3 & 4), while there was a decrease in Level 1 students of 16.5% in this period
- Overall there has been a significant 39.5% increase in percentage of students achieving proficiency levels at IS 204 with a 14.2% decrease in the percentage of students achieving Level 1.
- Significant dip in all grades from 2009-2010.

### ELLs:

- There was a 24.3% improvement overall from 2006 to 2009 in proficiency level
- 6.0% increase in proficiency in the year since 2008
- There was a 34.1% decrease in percentage of students achieving at Level 1 in the 4 years since 2006
- Since 2008 NYSELA students achieving at Level 1 declined by 3.7%
- From 2008-09 to 2009-10 there has been a significant drop in percentage of ELL students achieving proficiency.

### SWDs:

- There was a 40.4% improvement overall from 2006 to 2009 in proficiency level
- Significantly 58.8% decrease in the percentage of Special Education students achieving Level 1 from 2006 to 2009
- In 2010 there has been a significant dip in the percentage of Special Education students achieving proficiency levels 3 and 4.

## Grade 8 Science Results by Student Group

	2009-10 School Year			
	Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4
<b>All Students</b>	<b>238</b>	<b>90%</b>	<b>49%</b>	<b>12%</b>
Female	110	91%	47%	11%
Male	128	90%	50%	13%
American Indian or Alaska Native	1	–	–	–
Black or African American	63	86%	25%	3%
Hispanic or Latino	127	91%	48%	8%
Asian or Native Hawaiian/Other Pacific Islander	31	97%	90%	42%
White	16	–	–	–
Multiracial				
Small Group Totals	17	94%	65%	24%
General-Education Students	194	93%	54%	15%
Students with Disabilities	44	77%	27%	0%
English Proficient	213	92%	52%	13%
Limited English Proficient	25	72%	20%	4%
Economically Disadvantaged	227	90%	49%	12%
Not Disadvantaged	11	91%	36%	18%
Migrant				
Not Migrant	238	90%	49%	12%

### 2009-10 PROGRESS REPORT – IS 204 student performance trends

Student Progress represents 60% of the overall score in the School Progress Report and as we scored 38.5 out of 60 our grade is an A. In Student Performance our score this year was 9.9 out of 25 giving us a C grade and in terms of School Environment we scored 7 out of 15 and a B grade. The overall score for 2009-10 is 62.5 and placing us above 82% of all Middle schools citywide and giving IS 204 a Progress Report grade of A.

This year, New York State held students to tougher academic standards. The tougher grading system resulted in a significant drop in overall ratings across the City and the entire State.

Chancellor's Report Progress Report Overview 2009-10, p. 2

This dip is reflected in the achievement levels for all students and in each grade when compared with previous year's percentage gains in Mathematics in the NYS 2010 Tests.

NCLB/SED Status is Restructured (Year 3) Advanced – Focused and following the Joint Intervention Team (JIT) Review in 2010 a School Restructuring Plan has been developed.

### **Summary of the JIT Review findings based on a comprehensive analysis of the school's data:**

The overall finding for the review is that the school:

- has made some progress in indentified areas
- may make AYP by making modifications to the school restructuring plan.

These modifications should include developing and implementing a School Restructuring Plan that includes:

- a schoolwide ELA curriculum aligned with NYS performance standards that addresses the needs of ELLs and SWDs;
- a schoolwide PD Plan that addresses the needs of all teachers; a schedule for regular formal observations of teachers to provide PD and recommendations for data-driven differentiated instruction for general education, ELLs and SWDs;
- a schoolwide AIS/Enrichment plan to identify students and provide services in the four content areas, i.e., ELA, mathematics, social studies and science;
- programming ELLs and SWDs for the regular balanced literacy curriculum, ESL instruction and Read 180 as a supplemental intervention program;
- Using the school budget to hire a consultant to provide assistance in the development and implementation of the school Restructuring Plan;
- Enlisting the support of the Network and DOE to implement the Restructuring Plan and help the school meet AYP for the targeted groups.

### **IMPLICATIONS**

As a result of an analysis of our standardized test data for 2006 to 2010, there were some obvious trends. We reviewed the overall Grade 6-8 student achievement data in both mathematics and ELA, and then we reviewed the same information disaggregated into sub groups. There is a need to refocus our support for teachers and students to attend to the needs of our subgroups and make AYP in the 2010-11 school year.

The information we gained was also informed by the 2007-08 School Quality Review and the 2009-10 Progress Report and the Joint Intervention Team (JIT) Review Team Review Findings in 2010.

The JIT Report and Restructuring Plan will be fully supported by the Network and the school's participating in the Magnet Grant professional and curricula development.

As a result of our investigations the following major implications have informed our school goals for 2010-2011.

1. There is an urgent need to redouble our efforts to support the major subgroups of students.
2. The data trends overtime have revealed steady growth in student achievement overall, (notwithstanding the changed standards in assessing State Tests), and with sustained effort we will continue to achieved improved outcomes for the lowest 1/3 in Mathematics
3. The data trends overtime have revealed steady growth in student achievement overall, (notwithstanding the changed standards in assessing State Tests), and with sustained effort we will continue to achieved improved outcomes for the lowest 1/3 in ELA.
4. Particularly with the upgraded standards being used to assess students in the New York State Tests, it is clear that we need to focus our attention on improving academic rigor throughout the entire school curriculum.

### **IS 204's major accomplishments include:**

Administration and lead teachers effectively gather data to plan long- term goals for improving student outcomes;

Schedule allows for weekly department team meetings where professional development is conducted and planning is carried out as a result;

The school makes strategic decisions to provide appropriate services for those students in greatest need of improvement;

Teachers are dedicated professionals who support each other's initiatives and value collaboration;

There are well-established rules, regulations and procedures contribute to an orderly and well-run learning organization;

Adults know and care for students very well resulting in an emotionally safe environment;

Good analysis of performance data of special education students and English language learners has led to the school focusing additional support for these students;

Effective strategic decisions with regard to budgeting and scheduling has led to improved student access to the resources and materials

necessary for improved outcomes.

**AIDS TO PROGRESS** - Proposed NCLB Restructuring Plan:

The school restructuring plan is aligned to the MSAP (Magnet School Assistance Program) grant received through federal funding. This grant requires the school to implement a school wide energy curriculum that incorporates NCLB requirements in the following ways. The goal of the magnet is to create a school that—for all students—is a place in which there is equality among students, inter-group respect, educative use of cultural difference, and inclusiveness – all strategies which will promote desegregation in the schools. IS 204 is committed to the twin goals of equity and excellence. The magnet will offer a range of strategies—multicultural education/cultural competence, heterogeneous grouping, cooperative learning, extended-day activities, and inclusion—designed to promote a positive and integrated learning environment and to increase interaction among students of different social, economic, ethnic, and racial backgrounds.

The school will modify the educational program for all students, but especially the major student subgroups. This will be undertaken through a significant focus on professional development around Common Core Standards, planning of project based integrated units, improving academic achievement of ELLs, SWDs and developing culturally sensitive resources and curricula. This major focus will be supported through the Magnet Grant, outside consultancy expertise and the Network.

## SECTION V: ANNUAL SCHOOL GOALS

**Goal 1:** Our results in the State ELA and Math Test 2010 demonstrate an urgent need to improve our instruction based on assessment information of specific student sub groups, explicitly students with an SWD and ELL students, in ELA and Mathematics.

By June 2011:

- Percentage of ELL students in 75<sup>th</sup> growth percentile in ELA will improve by 10% (19 students)
- Percentage of ELL students in 75<sup>th</sup> growth percentile in Mathematics will improve 10% (22 students).
- Percentage of Self-Contained/CTT or SETTS students in 75<sup>th</sup> growth percentile in ELA will improve 10% (12 students).
- Percentage of Self-Contained/CTT or SETTS students in 75<sup>th</sup> growth percentile in Mathematics will improve 10% (14 students).

**Goal 2:** The Progress Report 2009-2010 revealed that our Median Growth Percentile in ELA was 71.0 – number of students was 668 students in NYSELA 2010 and Student Median Growth Percentile in lowest third in ELA was 78.0 – number of students was 251. Our focus will be on improving delivery of instruction to support learning needs and therefore improve student progress from 2010 to 2011.

By June 2011, the percentage of students achieving progress in the ELA State Test will increase so that our Median Growth Percentile will improve from 71.0 to 73.0, as indicated in the Progress Report. The Student Median Growth Percentile in the lowest third in ELA will improve from 78.0 to 79.0 as indicated in the Progress Report.

**Goal 3:** The Progress Report 2009-2010 revealed that our Median Growth Percentile in Mathematics was 72.0 - number of students was 702 students, in NYS Test in 2010 and Student Median Growth Percentile in lowest third in Mathematics was 71.0 - number of students was 255. Our focus will be on improving delivery of instruction to support learning needs and therefore improve student progress from 2010 to 2011.

By June 2011, the percentage of students achieving progress in the Mathematics State Test will increase so that our Median Growth Percentile will improve from 72.0 to 74.0, as indicated in the Progress Report.

**Goal 4:** In 2010 we were disappointed with the ELA & Mathematics Test scores and at IS204 we have sought and been successful in achieving Magnet Grant funding and support. We aim to enhance our curriculum delivery, especially to improve academic rigor across the curriculum particularly by creating units of study that integrate ELA and Mathematics with Science, Social Studies and Technology. We believe that working on developing an integrated curriculum will support improved outcomes in the core curriculum.

By June 2011:

- 100% of teachers will have differentiated professional development around the Common Core Curriculum
- 100% ELA teachers will plan lessons & units that are rigorous, specific and coherent.
- There will be 3 integrated units of study per grade that are rigorous, clear and specific, coherent, and internationally benchmarked

**Goal 5:** In 2010 JIT Review made specific recommendations and a Restructuring Plan was subsequently devised and with the full support of the IS 204 school community, Network our plan and magnet grant theme will support significant improvements

By June 2011, all students at IS 204 will receive instruction in the magnet theme, Living Green in a Global Society for at least 5 periods a week.

**SECTION VI: ACTION PLAN**

**English Language Arts & Mathematics**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our results in the State ELA and Math Test 2010 demonstrate an urgent need to improve our instruction based on assessment information of <u>specific student sub groups</u>, explicitly students with an SWD and ELL students, in ELA and Mathematics.</p> <p>By June 2011:</p> <ul style="list-style-type: none"> <li>• Percentage of <u>ELL students</u> in 75<sup>th</sup> growth percentile in ELA will improve by 10% (19 students)</li> <li>• Percentage of <u>ELL students</u> in 75<sup>th</sup> growth percentile in Mathematics will improve 10% (22 students).</li> <li>• Percentage of <u>Self-Contained/CTT or SETTS students</u> in 75<sup>th</sup> growth percentile in ELA will improve 10% (12 students).</li> <li>• Percentage of <u>Self-Contained/CTT or SETTS students</u> in 75<sup>th</sup> growth percentile in Mathematics will improve 10% (14 students).</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Professional development will be provided to assist teachers to analyze student learning needs, prioritize and set learning goals, for &amp; with students, and track growth accordingly.</li> <li>• Data Specialist will update all class spreadsheets to include assessment information. Status of each student whether IEP, ELL (including former ELL) and gender will be indicated on grade spreadsheet sorted alphabetically by class.</li> <li>• The class spreadsheets will also include recent NYSELAT data by strand.</li> <li>• Common planning meetings scheduled on weekly basis and attended by an assistant principal and facilitated by Lead Literacy Teacher and Consultants, with agendas.</li> <li>• As State and city data becomes available, team is provided with item analysis and they will examine these in detail to create 2-3 overall grade goals.</li> <li>• Follow up meetings will be scheduled whereby teams will examine item analysis by student sub group to ascertain 1-3 short term goals to support improved learning</li> <li>• Team will work closely with Lead Literacy Coach, Assistant Principal and Consultants, during weekly common planning meetings, to develop a short list of strategies that are clearly articulated and immediately useful for teachers to use in small group strategy lessons or guided practice groups.</li> <li>• Special Education and ELL students who achieved in the lowest 1/3 of students in the 2010 NYSELA will be provided with intervention through the Read 180 and System 44 intervention programs and specifically trained teachers, as well as be provided with extended day support.</li> <li>• Read 180 and System 44 teachers will be provided with additional PD by the Read 180 Consultant.</li> <li>• Specific PD will be available to all teachers working with ELL students, particularly around helping their students in reading text books and non fiction texts.</li> <li>• Extended Day and push in teachers will be provided with the strategy outlines to be used in their instructional plans.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Title I and Title III, TL Children First Inquiry Team.</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Ongoing assessment data based on WRAP, Baseline/Midline/Endline writing and ITA's Predictive (Acuity), analysis of 2011 NYSELA, NYSELAT outcomes.</li> <li>• TAN binders, regularly updated spreadsheets showing the subgroups highlighted or color-coded and presented by grade and class.</li> <li>• Agenda and minutes of team meetings – showing evidence of planning based on the data and the formulation of goals.</li> <li>• Agenda and minutes of team meetings when teachers share their goals and work on short list of strategies to support students in the designated sub groups.</li> <li>• Lesson plans and curriculum planning notes of lead teacher, class teachers and all support teachers, showing their implementation of agreed strategies to support the short term grade goals for specific groups of students.</li> <li>• Logs from Read 180 and AUSSIE consultants.</li> <li>• Units of study developed by teams of teachers that have the Common Core Standards integrated to support higher standards of reading and writing across subject areas.</li> <li>• Evidence of tracking of student sub groups by class and grade based on school, state and city standardized assessments including NYSELAT.</li> <li>• 2010-2011 Progress Report.</li> </ul>
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**Subject/Area (where relevant):**

**ELA**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>The Progress Report 2009-2010 revealed that our Median Growth Percentile in ELA was 71.0 – number of students was 668 students in NYSELA 2010 and Student Median Growth Percentile in lowest third in ELA was 78.0 – number of students was 251. Our focus will be on improving delivery of instruction to support learning needs and therefore improve student progress from 2010 to 2011.</p> <p>By June 2011, the percentage of students achieving progress in the ELA State Test will increase so that our Median Growth Percentile will improve from 71.0 to 73.0, as indicated in the Progress Report. The Student Median Growth Percentile in the lowest third in ELA will improve from 78.0 to 79.0 as indicated in the Progress Report.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• There will be a schedule to split classes to form smaller groups of targeted students in ELA to provide regular periods in which small group instruction will be conducted to meet the specific learning needs of these students.</li> <li>• Lead Literacy Teacher will provide ELA spreadsheets, identifying assessment information by grade &amp; class.</li> <li>• Class spreadsheets will indicate all students performing less than 3.25 Proficiency Rating on the 2010 NYSELA Test for teachers to use for planning.</li> <li>• Bottom performing 1/3 as indicated on the class spreadsheets will be assessed for a baseline, midline and endline reading assessment using W.R.A.P. to ascertain the Fountas &amp; Pinnel Reading Level. This will assist teachers to plan initial reading engagement lessons, small group instruction and to track progress over time.</li> <li>• ELA team will collaboratively review the ELA data spreadsheets and workshop instructional strategies.</li> <li>• Class teachers will plan literacy lessons based on NYS ELA Standards and Performance Indicators appropriate for their grade level.</li> <li>• Lead Literacy Teacher &amp; Literacy Consultant will support ELA teaching planning based on their research of the item analysis presented in the ACUITY Predictive &amp; ITA interim assessments, for specific weaknesses across the grade and individual classes.</li> <li>• ELA Team will target specific ELA NYS Performance Indicators that the ITA interim assessments reveal which students have</li> </ul>

	<p>achieved <i>Below Proficiency Level</i>.</p> <ul style="list-style-type: none"> <li>• A plan will be created for these students and addressed during the periods scheduled for this purpose.</li> <li>• Class teachers will be supported by the Lead Literacy Teacher &amp; Literacy Consultant to identify specific strategies and texts to support skills and Performance Indicators to be targeted.</li> <li>• Lead Literacy Teacher and Literacy Consultant will provide ongoing support to the ELA Team and individual teachers to model small group strategy lessons designed to target specific ELA Performance Indicators.</li> <li>• Read 180 Consultant will provide ongoing support to Read 180 teachers and their classes in planning based on student assessment information gained through this program.</li> <li>• Lead Literacy Teacher will distribute updated ELA spreadsheets (quarterly) to support ongoing monitoring of student progress by Team and individual teachers.</li> <li>• Cabinet will monitor progress overall based on reports from Data Specialist, ELA Lead Teacher and assistant principals, and using student assessment information.</li> <li>• All subject area teams review their practices with a focus to supporting ELL and Special Education students and PD will be provided to support this.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The funding sources used to fund staffing/training and OTPS in this area are:  Tax Levy Fair School Funding,  TL Children First,  Title I and Title III,  TL Children First Inquiry Team.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Agendas, Minutes including ELA Team goals</li> <li>• Ongoing Read 180 data, at 3 points in the year in particular.</li> <li>• Lead Literacy Teacher will maintain a data binder for each grade indicating progress using the full range of assessments.</li> <li>• Spreadsheets including regular assessment data including; NYSELA, ELA Predictive and ITA, Regular Unit assessments, for each student x subgroup x class x grade</li> <li>• TAN binder held by <u>all</u> teachers</li> <li>• Daily logs of the AUSSIE Literacy Consultant.</li> <li>• Reports from the Read 180 Consultant.</li> <li>• Record of professional and in class support provided by the Lead Literacy Teacher.</li> <li>• Schedule to include additional period for small group literacy instruction on specific learning needs.</li> <li>• Schedule to include additional period for small group literacy instruction on specific learning needs.</li> <li>• 2 x year formal observation.</li> <li>• Regular informal observations.</li> <li>• Regular walkthroughs.</li> <li>• Cabinet meeting agendas and minutes; focus on refining intervention, Extended Day and monitoring progress of bottom 1/3 in ELA.</li> <li>• 2010-2011 Progress Report.</li> </ul>

**Mathematics**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The Progress Report 2009-2010 revealed that our Median Growth Percentile in Mathematics was 72.0 - number of students was 702 students, in NYS Test in 2010 and Student Median Growth Percentile in lowest third in Mathematics was 71.0 - number of students was 255. Our focus will be on improving delivery of instruction to support learning needs and therefore improve student progress from 2010 to 2011.</p> <p>By June 2011, the percentage of students achieving progress in the Mathematics State Test will increase so that our Median Growth Percentile will improve from 72.0 to 74.0, as indicated in the Progress Report.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Mathematic Team Agendas.</li> <li>• Teachers will receive math spreadsheets showing all students by grade &amp; class with their mathematics achievement data in baseline, interim and unit assessments.</li> <li>• The mathematics spreadsheets will highlight the targeted lowest 1/3 to assist with identification and planning.</li> <li>• Mathematics team will review the spreadsheets and research weaknesses by investigating the item analysis capability in Acuity, ARIS, NYStart and Ed. Performance.</li> <li>• A plan will be created for these students and addressed during the period scheduled for this purpose.</li> <li>• Targeted classes will be split to form smaller groups in Mathematics to meet learning needs.</li> <li>• Classroom teachers will be supported by the Assistant Principal to identify specific skills to be targeted for each student in the class.</li> <li>• Assistant Principal will provide ongoing support to the math teachers to model small group strategy lessons designed to target specific mathematical skills and strategies.</li> <li>• Math spreadsheets will be updated (quarterly) to support ongoing monitoring of targeted students' progress in baseline, interim and unit assessments.</li> <li>• Administrative and Instructional Cabinets will monitor overall progress based on reports of the targeted students from Assistant Principal.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Title I and Title III, TL Children First Inquiry Team.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Agendas, Minutes including Mathematics Team goals.</li> <li>• Spreadsheets including regular assessment data for each grade showing progress of the lowest 1/3 over time, using grade appropriate Math Baseline, Midline, End line, Interim ITA – Math uses Ed. performance and Predictive Acuity Assessments (along with any further math data found to be relevant).</li> <li>• Split class schedule.</li> <li>• Split class lesson plan notes.</li> <li>• TAN binder held by <u>all</u> teachers.</li> </ul>

	<ul style="list-style-type: none"> <li>• 2 x year formal observation.</li> <li>• Regular informal observations.</li> <li>• Regular walkthroughs.</li> <li>• Cabinet meeting agendas and minutes; focus on refining intervention, Extended Day and monitoring progress of bottom 1/3 in Math.</li> <li>• 2010-2011 Progress Report.</li> </ul>
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**Common Core Curriculum**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve academic rigor across all subjects with the implementation of Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects, by all teachers.</p> <p>By June 2011:</p> <ul style="list-style-type: none"> <li>• 100% of teachers will have engaged in professional development around the Common Core Curriculum.</li> <li>• All teachers will have participated in planning curriculum that are rigorous, clear and specific, coherent, and internationally benchmarked, producing up to 2 integrated units of study per grade.</li> <li>• All core subject teachers will have implemented the revised units and reviewed the changes made to their teaching programs.</li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Principal, assistant principals, coaches and consultants will provide a range of professional development opportunities for all staff, on an 'as needs' basis</li> <li>• Units will be revised to include relevant components of the Common Core State Standards wherever relevant</li> <li>• Teachers will collaborate on their grade teams to review their integrated units &amp; incorporate or continue to update the units to include the Common Core State Standards.</li> <li>• Unit plans and teacher lesson plan outlines will align these standards within this framework</li> <li>• Grade teams will review the units as they trial them and make revisions to support implementation of the Common Core State Standards framework in school 2011-12.</li> <li>• All unit plans will identify specific section on the language conventions, effective use, and vocabulary targets for all students as indicated in the framework.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Title I and Title III, TL Children First Inquiry Team.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Professional development agendas and schedules, introducing and working with the Common Core State Standards.</li> <li>• Agendas/minutes of planning meetings to write and/or adapt the units of study in core curriculum areas</li> <li>• Units of study that show the integration of the relevant Common Core State Standards</li> <li>• Curriculum Map/Scope &amp; Sequence for core subjects that have been adjusted to support the implementation of the Common Core State Standards in 2010-2011.</li> </ul>

**LITERACY IN SCIENCE, SOCIAL STUDIES & MATHEMATICS**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In 2010 JIT Review made specific recommendations and a Restructuring Plan was subsequently devised and with the full support of the IS 204 school community, Network our plan and magnet grant theme will support significant improvements</p> <p>By June 2011, all students at IS 204 will receive instruction in the magnet theme, Living Green in a Global Society for at least 5 periods a week.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• All students at IS 204 will receive high-quality activities in all content areas (ELA, Mathematics, Science and Social Studies), that are directly related to improving academic achievement for ALL students, based on New York State academic content standards, including the Common Core Standards as they are adopted by the State, and academic achievement standards in all content areas.</li> <li>• ELLs and SWDs will be engaged in the process of learning, supporting high academic achievement, high—and clearly articulated—expectations, and interdisciplinary and project-based curriculum. These will be specifically designed to support the learning of students of diverse backgrounds and achievement levels.</li> <li>• All students will have access to a rigorous teaching and learning program in all content areas, regardless of race, sex, and handicapping conditions.</li> <li>• Professional development plan will be implemented and focused on supporting high achievement by all students through: Multicultural education/cultural competency, cooperative learning, heterogeneous groupings, and related staff development activities will counter stereotypes and other biases and facilitate more positive interactions among diverse groups of students, staff, and parents.</li> <li>• ELLs and SWDs will participate in the curricula on the same basis as other students, and teachers will make necessary accommodations for these students that will support them in achieving at the highest possible levels.</li> <li>• Utilize Understanding by Design (UbD) and Differentiated Instruction (DI) to transform teaching and learning</li> <li>• Teaching will avoid teaching lower order thinking skills at the bottom of Bloom's taxonomy such as knowledge and comprehension, but also teach higher order thinking skills at the top of Bloom's taxonomy such as evaluation.</li> <li>• Develop new curriculum based on research and effective practices and will reflect the ISTE's Educational Technology Standards for Teachers, which includes the need for teachers to “exhibit leadership by demonstrating a vision of technology infusion” and engaging students “in exploring real-world issues and solving authentic problems using digital tools and resources”</li> <li>• Implementing L.T.G. to infuse technology into curriculum, beginning in Grade 6. Computers for Youth (C.F.Y.) is a component of Connected Learning and is a project designed to provide Internet connections for low income housing families of students in grade 6, this school year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The funding sources used to fund staffing/training and OTPS in this area are: Tax Levy Fair School Funding, TL Children First, Title I and Title III, TL Children First Inquiry Team Magnet Grant</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Success of the Magnet grant will be determined through Administration's records of:**

- formal and informal observations
- 1:1 teacher conferences providing feedback to ensure teacher accountability for implementation of innovations
- findings of Instructional & Network conducting instructional rounds
- integrated unit plans
- surveys
- peer review of units and lessons
- lesson that are technology embedded
- differentiated lessons
- heterogeneous groupings ELL & SWD students.

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	116	24	25	25	7	0	0	0
7	249	50	30	30	4	0	0	0
8	265	54	35	35	2	0	0	0
9								
10								
11								
12								

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

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

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Read 180 System 44 Small group instruction 37.5 minute program Split 8 <sup>th</sup> grade and bottom 7 <sup>th</sup> grade classes SES
<b>Mathematics:</b>	37.5 minute program Split 8 <sup>th</sup> grade classes
<b>Science:</b>	Literacy in Content Areas Before School Small group instruction
<b>Social Studies:</b>	Literacy in Content Areas Before School Small group instruction
<b>At-risk Services Provided by the Guidance Counselor:</b>	Group counseling
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	Group counseling One-on-one counseling
<b>At-risk Health-related Services:</b>	Supervision of medication administration, one-to-one, during school day Education of medication (e.g. adverse reactions), one-to-one, during school day

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) Grade 6 – Grade 8 Number of Students to be Served: 108 LEP      648 Non-LEP

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

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

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

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

---

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

---

**Section III. Title III Budget**

School: IS 204      BEDS Code: 343000010204

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$5,685	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$6,000	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$6,384	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
<b>Educational Software (Object Code 199)</b>	\$3,200	(Example: 2 Rosetta Stone language development software packages for after-school program)
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	<b>\$21,269</b>	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

**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.  
**School staff identifies families' home languages by analyzing Home Language Identification Surveys and Student Historical Profiles through ATS.**
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.  
**The school's major written translation needs include the school calendar, letters and other school related messages translated into Spanish. The school needs oral interpretation services available for parents to converse in Spanish.**

#### **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.  
**To meet the needs indicated above, the school will translate materials sent to parents. These written translation services will be provided by in-house staff member.**
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.  
**Oral interpretation services will be available for parents when they visit the main office or to speak with a staff member, during parent-teacher conferences, for monthly PTA meetings. These services will be provided by an in-house staff member.**
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>.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	<b>\$635,645.24</b>		
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

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

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

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

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

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

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

#### **SCHOOL-PARENT COMPACT – IS204**

### **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 Needs Analysis Section IV, pp 11-18**

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

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

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

**See Action Plan pp 20-27**

3. Instruction by highly qualified staff.

**We are currently implementing: The workshop model, 90 minute balanced literacy and math blocks, literacy splits, standards based portfolios, journals, readers/writers sourcebook, 30 book reading campaign**

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.

**Monthly departmental meetings.**

**Weekly common planning periods for all major subjects.**

**District-wide professional development days.**

**Individualized professional development plans.**

**See action plan for professional development.**

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

**Job fairs, sponsored by the Department of Education, borough and region-wide**

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

**Our on site EPIC program as well as our parent coordinator addresses parent involvement.**

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.

**Performance Series, Unit tests, Acuity.**

**We provide internal professional development on analysis of all assessments.**

**Teachers were part of the process in selecting the city wide assessments.**

**Dedicated data resource room for teachers to access all data with support from trained individuals.**

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.

**Extended day, split classes, supplemental educational services.**

**These services are provided to the students by their own classroom teachers**

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.

**The cabinet oversees all aspects of school programs to ensure effective coordination.**

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

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

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally,

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

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

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

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

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

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

Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

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

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

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

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

**Found in the Action Plan pp20-27**

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
  - a. **Hired additional teachers to create split classes**
  - b. **Hired consulting group – AUSSIES – to provide direction and processes and procedures into modifying teacher focus on professional teaching standards, use of data and individual student focus**
  - c. **Hired consultants to train Lead Teachers, Coaches and teachers on creating teaching goals tied to Teaching Standards increased student learning in order to address students with specific needs**
  - d. **Internal and external Professional Development on Differentiated Instruction**

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School Under Registration Review (SURR)

- e. **Internal Professional Development on using data within ARIS, Performance Series and Acuity**
- f. **External Professional Development for teachers in use of Performance Series in the are of Special Education**
- g. **READ180 and System44 programs designed and targeted for lower level learners**

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

**Internal mentoring program established through the Empowerment Support Organization. Monitoring and progress reports are maintained weekly and reported online for effective communication.**

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. Retreat grant PD, MAGNET GRANT!!!! ADD IN

- 1. **Quarterly report cards with targeted individual letters attached**
- 2. **Quarterly progress reports**
- 3. **Weekly parent workshops designed and administered by the Parent Coordinator**

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

**1 student**

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

**We pay extra special attention to students who are in temporary housing. We utilize the following services:**

- **Counseling by our guidance counselor and our social worker**
- **At risk health related services**
- **Additional AIS**

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

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

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	I.S. 204 Oliver W. Holmes					
<b>District:</b>	30	<b>DBN:</b>	30Q204	<b>School</b>		343000010204

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.0	93.0	93.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	241	255	222				
Grade 7	256	228	249				
Grade 8	274	260	221				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	12	13	10				
<b>Total</b>	<b>783</b>	<b>756</b>	<b>702</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	95.7	96.3	96.4

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	79.2	89.2	94.8

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	6	19	20

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	27	13	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	73	73	57	Principal Suspensions	110	286	142
# in Collaborative Team Teaching (CTT) Classes	39	44	39	Superintendent Suspensions	74	89	48
Number all others	36	38	40				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	87	108	TBD	Number of Teachers	74	68	58
# ELLs with IEPs	20	50	TBD	Number of Administrators and Other Professionals	20	19	11

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	2	9

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
	5	2	22	% fully licensed & permanently assigned to this school	100.0	100.0	98.2
				% more than 2 years teaching in this school	63.5	79.4	86.2
				% more than 5 years teaching anywhere	48.6	55.9	70.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	91.0	91.4
American Indian or Alaska Native	0.3	0.4	0.1	% core classes taught by "highly qualified" teachers	95.2	93.9	89.9
Black or African American	21.3	21.7	18.4				
Hispanic or Latino	53.8	52.2	52.4				
Asian or Native Hawaiian/Other Pacific	18.3	20.2	23.4				
White	6.4	5.4	5.7				
<b>Male</b>	49.9	50.5	51.0				
<b>Female</b>	50.1	49.5	49.0				

#### 2009-10 TITLE I STATUS

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

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v			-	
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v	-			
Multiracial						
Students with Disabilities	vsh	v			-	
Limited English Proficient	X	v				
Economically Disadvantaged	v	v			-	
<b>Student groups making</b>	<b>7</b>	<b>8</b>	<b>1</b>		<b>0</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	65.2	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	9.9	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	38.5					
<i>(Comprises 60% of the</i>						
Additional Credit:	9.8					

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

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

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



## **IS 204 OLIVER WENDELL HOLMES**

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

**SCHOOL: 30Q204**

**ADDRESS: 36-41 28<sup>TH</sup> STREET, LONG ISLAND CITY, NY 11106**

**TELEPHONE: (718) 937-1463**

**FAX: (718) 937-7964**

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & 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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.*

**Our school has been designated as a Title I school which brings additional funding to the services and programs that our Title I eligible children need. This federal funding is provided to our school under the No Child Left Behind Act of 2001. Along with the funding are guidelines that must be followed in allowing parents to access to information about Title I programs and services provided through this funding with continued opportunities for dialogue. It is the responsibility of the parents of all Title I eligible students to meet in order to decide how the representation of this parent group will convene at our school.**

**Therefore, we have scheduled a meeting where breakfast will be served. We will have a representative from the Office for Family Engagement and Advocacy guide us through the process and familiarize us with the important objectives that must be followed as per Title I Parent Involvement Guidelines in developing our plans for academic success. In addition, at this meeting, parents will elect a parent representative using the expedited process to attend the district level meetings in order to represent our school as well as gain further information for our parents.**

**IS 204Q’s Parent Involvement Policy includes:**

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**
- **Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Small learning communities and have support personnel assigned to them based on their chosen community.**
- **Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Parent teacher conferences are held twice annually.**
- **Provide parents with frequent reports on their children’s progress. Specifically, the school provide reports as follows:**
  - **Student report cards are distributed 4 times a year and student promotions in doubt letters are sent home a minimum of twice a year.**
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
  - **Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.**

- Provide parents with parent workshops on a variety of topics e.g. parenting skills, nutrition, and immigration. All parents will be invited. Teachers and school staff will identify parents in need. Parent coordinator will maintain lists and be responsible for outreach and planning.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand.
- Provide parents of participating children with information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide parents with an individual student report about the performance of their child on the State assessment in least English language arts and mathematics.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).
- To help build and develop a partnership with parents to help their children achieve the State's high academic standards, I.S. 204 will:

## 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. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

The Oliver Wendell Holmes Intermediate School 204 and the Parents of the students who participate in services and program funded by Title I agree that this compact outlines the shared responsibility of parents, the school staff and students to develop and maintain a partnership that will improve student academic and social achievements. This school-parent compact has been in effect from the 2008-2009 school year.

**I.S. 204 WILL:**

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- Each student will have a full program as mandated by New York State Department of Education. Students will be assigned to Small learning communities and have support personnel assigned to them based on their chosen community.
- Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Parent teacher conferences are held twice annually.
- Provide parents with frequent reports on their children's progress. Specifically, the school provide reports as follows:
  - Student report cards are distributed 4 times a year and student promotions in doubt letters are sent home a minimum of twice a year.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Teachers are available for parents at two parent teacher conferences each year. Teachers are also available to meet with parents during professional time on a daily basis with an appointment.
- Provide parents with parent workshops on a variety of topics e.g. parenting skills, nutrition, and immigration. All parents will be invited. Teachers and school staff will identify parents in need. Parent coordinator will maintain lists and be responsible for outreach and planning.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand.
- Provide parents of participating children with information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide parents with an individual student report about the performance of their child on the State assessment in least English language arts and mathematics.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).
- To help build and develop a partnership with parents to help their children achieve the State's high academic standards, I.S. 204 will:
  - Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
  - Work with LEA in addressing problems, if any, in implementing parental involvement activities in Section 1118- Parental Involvement of Title I, Part A.
  - Work with the LEA to ensure that a copy of the SEA's written complaint.

- I.S. 204 will provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

#### **PARENT RESPONSIBILITIES**

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

- Supporting my child's learning by making education a priority in our home by:
  - ▶ making sure my child is on time and prepared everyday for school;
  - ▶ monitoring attendance;
  - ▶ talking with my child about his/her school activities everyday;
  - ▶ scheduling daily homework time;
  - ▶ providing an environment conducive for study;
  - ▶ making sure that homework is completed;
  - ▶ monitoring the amount of television my children watch;
- Participating, as appropriate, in decisions relating to my children's education;
- Promoting positive use of my child's extracurricular time;
- Participating in school activities on a regular basis;
- Staying informed about my child's education and communicating with the school promptly, reading all notices from the school or the school district received by my child, or by mail and responding, as appropriate;
- Reading together with my child everyday;
- Providing my child with a library card;
- Communicating positive values and character traits, such as respect, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school discipline policy;
- Express high expectations and offer praise and encouragement or achievement;

#### **STUDENT RESPONSIBILITIES:**

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

Specifically, we will:

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

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school's/class' rules of conduct;

- Follow the school’s dress code;
- Ask for help when we don’t understand;
- Do our homework every day and ask for help when we need to;
- Study for test and assignments;
- Read at least 60 minutes every day outside of school time;
- Read at home with our parents;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school everyday;
- All students must carry program cards at all times.
- Absolutely no food, headgear or electronic equipment will be permitted into the building. Leave at home. They will be confiscated and only returned to parents.

**Respect for Authority:**

- All students must listen to and follow directions of all adults in the building.
- **Respect for School Property:**
- Students may not vandalize school property. Students who deface the building with graffiti will be subject to arrest.
- **Play Fighting:**
- Students may not participate in play fighting because it often leads to a real fight, then both students will be suspended or hurt or both.
- I.S. 204 will involve parents in the planning, review and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way;
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- Hold an annual meeting to inform parents of the school’s participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- Procedures for resolving in issue of violation(s) of a Federal State of regulation of Title I, Part A programs in provided to parents of students and to appropriate private school officials or representatives.

**SIGNATURES:**

School Staff: (Print Name)..... Signature ..... Date.....  
 Parent(s): (Print Name)..... Signature ..... Date.....  
 Student (s): (Print Name)..... Signature ..... Date.....

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>ESO</b>	District <b>30</b>	School Number <b>204</b>	School Name <b>Oliver Wendell Holme</b>
Principal <b>Yvonne Leimsider</b>		Assistant Principal <b>Amanda Lazerson</b>	
Coach <b>Kerri Norton</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Kiriaki Spanopolou/ELA</b>		Guidance Counselor <b>Fotina Lambos</b>	
Teacher/Subject Area <b>Christine Szkambara/ESL</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>Sophia Nikolidakis/ESL</b>		Parent Coordinator <b>Latisha Kornegay</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Altagracia Santana</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>705</b>	Total Number of ELLs	<b>91</b>	ELLs as Share of Total Student Population (%)	<b>12.91%</b>
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## Part II: ELL Identification Process

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

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

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

Once any new student registers at IS 204, a licensed pedagogue administers the Home Language Identification Survey (HLIS). At that time, the licensed pedagogue trained in the intake process conducts an informal interview in English and/or in the parent's native language. Based on the results of the HLIS and the parent interview, it is determined whether or not the student will be administered the Language Assessment Battery-Revised (LAB-R) in English and/or Spanish, were applicable. A fully certified ESL pedagogue administers the English LAB-R exam within the first 10 days of student registration. Parent orientations are ongoing based on student registration and eligibility based on the HLIS. The LAB-R is hand scored by the trained fully certified pedagogues before being delivered to the Scan Center. According to the LAB-R results, students identified as English Language Learners (ELLs) are properly placed into the correct program classes.

Every school year, we have ongoing Parent Orientation Meetings for the parents of our ESL students. The fully certified ESL pedagogue, conducts this orientation meetings in September within the first 10 days of student registration based on the HLIS, along with the help of other staff members and provides an agenda and sign-in sheet for the parents. The Assistant Principal, Parent Coordinator and fully licensed translators are also present at the orientation to assist and provide translation services for school documents such as the Parent Survey and Program Selection forms. At this meeting, we show the parents the Parent Choice Video from the New York City Department of Education. This video is viewed in all the languages that represent our population. These languages include English, Spanish, and Bengali. Once the video is viewed, parents receive the Program Selection letters in their native languages. We have many staff members present to translate questions that parents who are less proficient in English may have.

After reviewing the Program Selection forms, the children are then placed in an appropriate setting. We hold make-up orientation meetings later in September for those parents who were unable to attend the initial meeting. Parents who do not attend the meeting are notified again via back-packed letter and/or telephone call (translated when appropriate) to another meeting within the time frame, and documentation of such contact is kept on record. Students whose parents do not attend are placed in the default program in the school, in our case, free standing ESL. For the past few years, we have noticed that the trend for our parents is to request ESL programs, which we have in Grades 6 - 8. Currently and in the past, parents overwhelmingly opt for freestanding ESL. While our parent survey reflects the model of choice to be freestanding ESL, based on the Aspira Consent Decree, if there is a choice for bilingual education from more than 15 parent surveys from the same home language in two contiguous grades, we will create a bilingual bridge class. Our ESL Orientation Team which also includes the Parent Coordinator is well versed on all three programs that we do and do not currently offer. The ESL Orientation team informs parents what options they have if they want their child in a program that is not taking place at our school. The Team also ensures that the correct forms are used and that systems comply as mandated by CR154. For those parents who do not attend the orientation, we follow up with individual phone calls and hold meetings to ensure that they understand the nature of all available programs. At this time, they complete the program selection form after viewing the video in their preferred language. The students who are receiving continued ESL support receive entitlement letters explaining the need for continued service and parent options. Second and third notices are sent home with students, if needed, to ensure that all parents are informed about their child's educational services.

The NYSESLAT exam is administered to all ELLs yearly. In order not to miss any student, our ESL Assistant Principal runs the RLER report to obtain the list of all entitled/eligible students and facilitates this exam. Each ESL licensed teacher takes part in the administration of all four sections of the exam. Accommodations are provided, as per each individual student's IEP. All of our ESL students who are either a "beginner or intermediate as per their NYSESLAT or LAB-R score, are receiving a minimum of 360 minutes of ESL service per Commissioner's Regulations (CR) Part 154. Those students that have been classified as advanced, as per their NYSESLAT or LABR score, are receiving 180 minutes of service per week as per CR Part 154. In addition, our 1 push-in ESL teachers service those students who are not in self-contained ESL classes, but are required to receive 360 minutes per week or 180 minutes per week as per CR Part 154. In both learning environments, instruction is provided in English 100% of the time.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	91	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	33
SIFE	4	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	30

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	25	1	1	35	3	15	30		17	90
<b>Total</b>	<b>25</b>	<b>1</b>	<b>1</b>	<b>35</b>	<b>3</b>	<b>15</b>	<b>30</b>	<b>0</b>	<b>17</b>	<b>90</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**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

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

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

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	26	23	23	0	0	0	0	72
Chinese	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	3	4	3	0	0	0	0	10
Urdu	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Arabic	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	1	1	0	0	0	0	2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>31</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>91</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

The organizational models used to deliver ESL instruction is departmentalized and emphasizes a balanced literacy program. We have three ESL classes, one on each grade level. For the seventh and eighth grade ESL classes there is a 15:1 student to teacher ratio. Students are grouped based upon their NYSELA test data. Both of these classes are taught by full certified ESL licensed pedagogues. All ESL classes use the READ 180 program to help differentiate and scaffold instruction based on individual student need. All self-contained special education classes also receive READ 180 as well as push-in services from a fully licensed ESL teacher to work with the students that are classified as English Language Learners.

To ensure that the mandated number of instructional minutes is provided according to proficiency levels in our ESL program, student schedules reflect a minimum of 8 periods of ESL/ELA instruction weekly. We have one designated fully licensed ESL teacher used specifically

to provide push-in ESL services for our special education population. Her teaching program reflects the mandated number of instructional minutes based upon student proficiency. She also keeps logs for each student as well as an attendance folder. To ensure academic success, differentiated instruction is utilized in all classrooms and the workshop model for instruction (whole group - small group - whole group) is used.

ESL instruction is delivered in each of the content areas through:

- Word walls are used to provide students with key vocabulary that is aligned to the content area and NYS standards.
- ESL glossaries are provided to each student in their home language.
- Our fully licensed science specialist pushes into all ESL science classes to assist in the delivery of instruction as well as reducing class size.
- Rubrics are used as a form of self-assessment as well as teacher assessment to identify student comprehension and understanding.
- Math classes have all work/homework assigned from the textbook available to the students in Spanish.
- Classroom libraries are leveled. Books are chosen for each classroom and in the library that are culturally responsive to the students that make up our ESL population.

To differentiate instruction for all ELL subgroups (SIFE, newcomers, and long-term) we provide a number of instructional models.

- A fully certified ESL teacher works with our SIFE students to ensure that they are able to keep up with current grade level work. This is done during programmed ESL class time, Academic Intervention Service (AIS) pull-out periods and early morning AIS classes.
- For any newcomers in the school (less than three years) a fully certified ESL teacher provides small group instruction based on student needs during ESL class time, AIS pull-out classes as well as during our early morning AIS program.
- For any ELL's receiving services 4 - 6 years, a fully certified ESL teacher provides small group instruction based on student needs during ESL class time, AIS pull-out classes as well as during our early morning AIS program.
- For any long-term ELL's a fully certified ESL teacher provides small group instruction based on student needs during ESL class time, AIS pull-out classes as well as during our early morning AIS program. Students are also enrolled in a creative writing class that specifically address the writing needs of the students according to the NYSELA exam and NYSESLAT.
- For any ELL's identified as having special needs, a fully certified ESL teacher pushes into the CTT or Self-contained classroom the number of mandated minutes to deliver instruction based on the individual student need. These students are also enrolled in an early morning AIS program 5 days a week.

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

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

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

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

### Native Language Arts and Native Language Support

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



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

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

The intervention services offered in the school to target ELL's in the content areas are:

AIS pull out that delivers a 10:1 student to teacher ratio of small group instruction

READ 180 and System 44 in ESL and Special Education classrooms

Push - in services during Math classes

Split ELA and Math classes

Early morning program that targets at-risk ELL's

All of these intervention services are provided in English.

Any student passing the NYSESLAT is eligible to receive transitional support of up to two years. In September letters were sent home to all students informing the parent that their child had scored proficient on the NYSESLAT in the spring. At that time parents may request in writing if they would like their child to remain in an ESL class. If the parent does not request the ESL class in writing the student is placed in a general

education or special education setting depending on their need. All students receive the testing modifications for the two years. In the upcoming school year, our school will begin to implement our Magnet theme "Living Green in a Global Society". The Magnet grant will include several interdisciplinary units throughout all grade levels. These interdisciplinary units that will primarily focus on science based ideas will help our student make connections between all academic core subjects as well as real life applications. At this time we do not have any services or programs for ELL's that are being discontinued. ELL's are afforded equal access to all school programs. They receive the same electives as all other students in the school and are invited to all before and after school programs. Based upon the information on their school lunch forms they may also receive Supplemental Educational Services (SES) through an outside provider. Our ELL's are also encouraged to join all school clubs, such as Chess Club, Yearbook and the MOUSE Squad. Various instructional materials are provided to all ELL's. In the math classroom, student use the HOLT mathematics textbook. All materials related to the textbook are available in English as well as Spanish. There is also a website that correlates to the textbook that provides the students with short tutorials as well as homework help. In the ELA/ELS classroom the READ 180 program is employed. This program is comprised of small group work stations. One of these stations is completed by the student on the computer. During the time that the student is working on the computer the work is individualized and leveled according to student need. Native language support is delivered in our ESL program through independent reading. Students may choose books from the school library and their classroom libraries to read that are in their native language. Our students have the opportunity during lunch and gym to socialize with each other. Students are able to take math tests in both English and Spanish. To assist newly enrolled ELL students before the beginning of the school year, we hold an orientation day. During this day, parents and students are invited to the school to meet the administration, teachers, take a tour of the building and learn about the programs we have. We do not have any language electives in the school.

### 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.

The professional development plan for all ELL personnel is through outside NYCDOE professional development workshops, training from our network staff, and during our Saturday retreat in March. All records are maintained through attendance and agendas.

### 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?

We ensure that the parents of ELL students are included in everything we do. This is done through our PTA, translation interpretation services (phone messenger), our parent coordinator and weekly parent workshops. Parents can also attend ESL classes at night in the school through BEACON.

# 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)							3	4	3					10
Intermediate(I)							9	8	6					23
Advanced (A)							21	23	13					57
Total	0	0	0	0	0	0	33	35	22	0	0	0	0	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							3	4	4				
	I							9	8	6				
	A							20	21	20				
	P							1	2	2				
READING/ WRITING	B							3	4	3				
	I							9	8	6				
	A							32	35	22				
	P							1	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	13	1		20
7	14	3	1		18
8	9	7	2		18
NYSAA Bilingual Spe Ed	0	2	0		2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2	0	11	0	8	0	0	0	21

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

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

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

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

**New York State Regents Exam**

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

Periodic assessments allows us to differentiate.

The process involves:

- ELA team reviews the item analysis for each grade and identifies lowest performing items on the test;
- Each class teacher and ELL support teacher review the class item analysis and identifies the items that caused the greatest challenges;
- The next step has been to identify the struggling students;
- Planning is conducted so as to review the particular skill and/or strategy in a mini lesson or small group strategy lesson;
- ELL students are placed in small groups (or with a peer) to discuss the text and their understanding.

The periodic assessments indicate that ELL's benefit from lots of practice in thinking, practicing and presenting to others their reasoning

**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.

A chance to present and support their learning rather than merely answer teacher questions;

## Additional Information

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		

	Other		
	Other		
	Other		