



J.H.S. 216 GEORGE J. RYAN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: J.H.S. 216 GEORGE J. RYAN
ADDRESS: 64-20 175 STREET
TELEPHONE: 718-358-2005
FAX: 718-358-2070

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342600010216 **SCHOOL NAME:** J.H.S. 216 George J. Ryan

SCHOOL ADDRESS: 64-20 175 STREET, QUEENS, NY, 11365

SCHOOL TELEPHONE: 718-358-2005 **FAX:** 718-358-2070

SCHOOL CONTACT PERSON: Reginald Landeau **EMAIL ADDRESS** rLandea@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Victor Gomez

PRINCIPAL: Reginald Landeau

UFT CHAPTER LEADER: Rachel Montagano

PARENTS' ASSOCIATION PRESIDENT: Terri DiBella

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** CEI-PEA PSO

NETWORK LEADER: WILLIAM COLAVITO/BEN WAXMAN/Christine Etienne

SUPERINTENDENT: ANITA SAUNDERS

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Reginald Landeau	Principal	Electronic Signature Approved.
Daphne VanDorn	Admin/CSA	Electronic Signature Approved.
Victor Gomez	Parent	Electronic Signature Approved.
Terri DiBella	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Rachel Montagano	UFT Chapter Leader	Electronic Signature Approved. Comments: As Chapter Leader, Ms. Montagano has her own agenda and as a member of the SLT was previe to all necessary documentation needed to complete the CEP. None of her issues/concerns were brought up at any of our SLT meetings as can be verified in our 2009-10 meeting minutes. Ms. Montagano is the only member of the entire team to not approve the 2010 CEP. This fact further justifies the need to override her non-approval. The 2009-2010 SLT was never allowed to see the budget, therefore I cannot in good faith sign this document as I have no knowledge of whether what

		is stated in the CEP is aligned with the school's budget. Other Issues: Page 13- Professional Development Page 14- Teacher Teams and Box labeled April 2011 Page 15- Box labeled June 2011 Page 16- Snap Grades Pages 26 and 27 no evidence of AIS for students without IEPs and ELL designations The Information regarding the Social Studies Department contains falsehoods.
Pamela Zimmerman	Parent	Electronic Signature Approved.
Darryl Phills	Parent	Electronic Signature Approved. Comments: Approved
Susan Harts	UFT Member	Electronic Signature Approved.
Nicolle Session	UFT Member	Electronic Signature Approved.
Linda Babbino	UFT Member	Electronic Signature Approved.
Rodriguez Mariela	Parent	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

GEORGE J. RYAN MIDDLE SCHOOL 216

MISSION STATEMENT

At George Ryan Middle School, we have a diverse community focusing on a student-centered environment, promoting mutual respect for all and maximizing students' potential for high school readiness. We prepare all learners with a differentiated curriculum that is relevant, meaningful and actively engages students in our commitment to high standards. All stakeholders are dedicated to promoting a positive atmosphere where our students' unique talents are developed and celebrated.

George J. Ryan Middle School 216 prides itself in addressing the unique educational and social needs of the early adolescent. Our theme is "building community with a student focus". Ryan has three themed academies. They are: The Academy of Law and Justice, the Academy of Media Arts, and the Academy of Scientific Exploration. We believe that this structure allows students to be nurtured and supported.

At Ryan we offer a student-centered program, emphasizing individual and group instruction with an interdisciplinary approach. Through an enriched core curriculum as required by New York State, we encourage student exploration and investigation, and promote critical thinking skills.

Our students participate in various competitions and research programs such as: MathCounts, Science Olympiad, Robotics, Underwater Robotics, Stock Market Game, Debating, Talent Show, Poetry Jam, Earth Day, Spelling Bee, Story Telling, Hayden Astrophysics, Hall of Science and various Thematic Essay Writing competitions. Chess Team, Explorers, Technology Club, Cheerleaders, Step Team, Boys and Girls Basketball, Co-ed Softball and Volleyball Team, Soccer Club, USTA Tennis are among the many clubs/teams offered at Ryan.

Our Student Organization, composed of elected officers and delegates from each class, promotes school and social involvement by supporting issues that concern Ryan Middle School students, the community, and the world-at-large. Meals on Wheels, our sister school in Uganda, , Ronald

McDonald House charities, Ryan library improvement and community charitable endeavors are a few of the recent concerns addressed by the Student Organization.

All students are given the opportunity to select an academy that offers enrichment and activities that best meet their individual interests and talents.

Ryan is a school where parents are regarded as partners in their children's education. Parents are encouraged to participate in planning and decision-making. Our active PTA works vigorously with the school to improve it in any way it can. Our parent involvement committee has worked with the school to create better options for school/home communication including our online grading policy we are implementing in 2010-2011.

At Ryan, we strive to provide opportunities for our students to become independent and active learners, critical thinkers, and responsible individuals.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	J.H.S. 216 George J. Ryan								
District:	26	DBN #:	26Q216	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		96.3	96.8	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95.8	94.68	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	406	379	420	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	381	435	396		43.3	41.3	61.4		
Grade 8	463	396	458						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	1	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	1250	1210	1274	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					41	35	25		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	26	30	24	Principal Suspensions	71	25	TBD		
# in Collaborative Team Teaching (CTT) Classes	6	23	30	Superintendent Suspensions	4	5	TBD		
Number all others	48	60	68						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
(BESIS Survey)									
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
# in Transitional Bilingual Classes	0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff:			
# receiving ESL services only	111	98	97	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	7	10	17	Number of Teachers	70	70	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	12	12	TBD
				Number of Educational Paraprofessionals	4	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	68.6	70	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	54.3	64.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	90	90	TBD
American Indian or Alaska Native	0.2	0.1	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.2	94.4	TBD
Black or African American	11.8	10.6	9				
Hispanic or Latino	12.6	13	12.9				
Asian or Native Hawaiian/Other Pacific Isl.	62	62.5	65.1				
White	13.5	13.9	13				
Multi-racial							
Male	52.2	52	51.9				
Female	47.8	48	48.1				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)	<input checked="" type="checkbox"/>						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced	<input type="checkbox"/>						
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:	-		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups			Elementary/Middle Level		Secondary Level		

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	82.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Distinctive about Ryan:

- 3 Academies: Academy of Communications, Academy of Law and Justice, Academy of Scientific Exploration

- St. John's University Partnership
 - I. "Experience College" Saturday program where students attend classes at the University in Mathematics, Science, Technology, and Writing
 - II. Professional Development of Social Studies Department
 - III. Professional Development on our school-wide 'Active Learning' theme
 - IV. Leadership Professional Development for the principal
 - V. Student Teachers working @ Ryan
 - VI. Student Observers
 - VII. Tennis program (@ the University)
 - VIII. Sustainable Growth Team Professional Development
 - IX. Principals Network with our feeder schools (PS 131, PS 26, PS 173, PS 107) facilitated by St. John's School of Education

- Staff Collaboration
 - ✕ Sustainable Growth Team (members from all 5 core subject areas)
 - ✕ Content Area Instructional Teams by grade (ELA, Mathematics, Science, Social Studies, Foreign Language, Visual Arts, Physical Education, ESL, Special Education)
 - ✕ School Leadership Team (active in planning and implementation; not just conceptual)
 - ✕ Pupil Personnel Team
 - ✕ Inquiry Team
 - ✕ Action Research Teams

- Student Centered Activities/ Teams

- Student Organization
- Student Government
- Robotics Team
- Underwater Robotics Team (new for 2008-09)
- Debate Team (new in 2008-09)
- Mathematics Team
- Science Olympiad Team
- Terraphiles Environment Squad
- Technology “Mouse Squad”
- Library Squad
- Video Squad
- Earth Day
- Lawyers of Tomorrow program
- Poetry Jam
- Talent Show
- Basketball Teams (boys and girls)
- Volleyball Team
- Co-ed Soccer Club
- Co-ed Runner’s Club
- Co-ed Softball Team
- Track Team
- Tennis Partnership with USTA (bringing tennis professionals into Ryan to instruct students)
- Cheerleading
- After School Programs
 - ❖ Beacon after school program
 - ❖ Explorers (Collaboration with NYPD)
- New School Yard designed by Ryan students
- Talent Pools: Band, Chorus, and Art
- 4 Bands: Senior Ensemble, Junior Ensemble, Renaissance Band, and Jazz Band
- Hooked on Science
- Urban Advantage (Science)
- NY Hall of Science Partnership
- Teaching Matters Reading/Writing Project

- Teaching Matters Social Studies Technology Project
- Literary Magazine
- Foreign Language Week
- Three Guidance Counselors (proactive with guidance as an intervention/prevention for at-risk)

Accomplishments:

- ◆ Standardized Mathematics scores at or above grade level rose from 58% to 96.5% in last 5 years
- ◆ Standardized ELA scores at or above grade level rose from 60.4% to 87.1% in the last 5 years
- ◆ Specialized High School Acceptances (#1 in Region in 2005, #3 in 2006, #1 in 2007, #1 in 2008, No data yet for 2009)
- ◆ High Number of Special Education Students Mainstreamed
- ◆ Number of Special Education Students Decertified and Placed Back In General Education By/Before High School (7 students in the last 2 years; approx. 20% of self-contained SpEd population)
- ◆ 100% of students taking the NYS Integrated Algebra Regents passed in 2008-09
- ◆ 100% of students taking the NYS Earth Science Regents passed in 2008-09
- ◆ 98% of students taking the NYS Foreign Language Proficiency Exam passed in 2008-09
- ◆ Partnership with St. John's University
- ◆ District Championship Boy's Basketball Team
- ◆ Talent Show
- ◆ Quality Review Committees
- ◆ Student Government with delegates for each class and "real" election process including candidate debates at assemblies
- ◆ Student Organization that uses proceeds to refurbish the Library, fund teams, charitable contributions, etc.
- ◆ High functioning Pupil Personnel Team

Aids to Continuous Improvement:

- Parent population
- PTA
- Bilingual Staff Members
- Willingness of Staff
- Administrative/ Instructional team with expertise in content area instruction

Barriers to Continuous Improvement:

- **Home/School communication**

- **Insufficient professional development on use of periodic assessments and various data tools to drive instruction and improve student aptitude**

- **Lack of clear expectations for teachers, parents, and students**

- **Need teacher teams using an inquiry approach and structured collaboration to improve student achievement**
- **Lack of sufficient professional development opportunities for staff**

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> By February 2011, Teachers and administrators will engage in an open exchange of information with students and families regarding students' learning needs and outcomes. Addresses QR Indicator 2.4	<input type="checkbox"/> After conducting our needs assessment, the SLT found that a solid communication between home and school was needed to improve instruction at the school level. As a result, we have made the following a priority goal for the 2011 school year: <ul style="list-style-type: none"> • School leaders and faculty engage students and families in reciprocal and ongoing discussions regarding student progress toward meeting school standards and expectations, including information on students' habits and next learning steps. • Most teachers work with individual students or groups of students to develop reflective practices through which students learn to assess their own progress and articulate next learning steps (as developmentally appropriate). • School leaders and faculty help families use tools (including ARIS Parent Link) to understand student performance, and engage in sufficient and timely communications with families to enable them to collaborate with the school to support student learning.
<input type="checkbox"/> By June 2011, we will ensure the achievement of learning goals by tracking progress at the school, teacher team, and classroom level. Addresses QR Indicator 3.3	<input type="checkbox"/> After conducting our needs assessment, the SLT found that improving effective learning goals by tracking progress at all levels of teacher involvement was needed to improve instruction at the school level. As a result, we have made the following a priority goal for the 2011 school year: <ul style="list-style-type: none"> • School leaders and faculty use Periodic

	<p>Assessment and other data to track progress and effectively communicate with school community about this information so adjustments made to school-wide plans and goals during the course of the year are supported by the school community.</p> <ul style="list-style-type: none"> • Teacher teams and individual teachers use common Periodic Assessment and classroom level tools to track progress and adjust plans and goals for student subgroups and targeted individual students during the course of the year. • The practice of providing feedback to students and families on students' progress and opportunities for support or enrichment is consistent across teachers, and there is evidence that this feedback is understood and used by students and families.
<p><input type="checkbox"/>By April 2011, we will engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Addresses QR Criteria- 4.2</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>After conducting our needs assessment, the SLT found that developing structured professional collaborations on teams using an inquiry approach was needed to improve instruction at the school level. As a result, we have made the following a priority goal for the 2011 school year:</p> <ul style="list-style-type: none"> • All teachers are engaged in structured professional collaboration on teams, using an inquiry approach. • Teacher teams use an inquiry approach in which the analysis of student assessment data, student work, and key elements of teacher work are shared, resulting in adjustments to curriculum, instruction, assessments and resource allocation to improve learning outcomes. • Distributed leadership structures are embedded and ensure that teachers are part of key decisions that affect student learning across the school.
<p><input type="checkbox"/>By May 2011, we will be able to communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community. QR Criteria Addressed- 3.4</p>	<p><input type="checkbox"/><input type="checkbox"/>After conducting our needs assessment, the SLT found that communicating high expectations to students and families was needed to improve instruction at the school level. As a result, we have made the following a priority goal for the 2011 school year:</p> <ul style="list-style-type: none"> • School leaders, faculty, parent coordinators, and other support staff consistently communicate high expectations (including attendance, behavior and academic performance) to students and families in ways that explain how students and families can meet these expectations. • School leaders and faculty consistently engage parents in school decision making, which results in a shared commitment to the school's high

	<p>expectations and goals.</p> <ul style="list-style-type: none"> • School leaders, faculty, parent coordinators and other support staff promote involvement and leadership of families in important school activities and provide supports to enable this participation (e.g. childcare, parent leadership workshops).
<p><input type="checkbox"/> By June 2011, we will be able to provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes. Addresses QR Indicator 4.3</p>	<p><input type="checkbox"/> After conducting our needs assessment, the SLT found that enabling teachers to continuously evaluate and revise their teaching practices was needed to improve instruction at the school level. As a result, we have made the following a priority goal for the 2011 school year: <input type="checkbox"/></p> <ul style="list-style-type: none"> • Professional learning opportunities at the school are purposeful and aligned with schools goals and curricula, and reflect the school's beliefs about how people learn best. • School leaders, in collaboration with faculty, organize professional learning so faculty have multiple opportunities to discuss their practice with peers, sharpen content expertise, visit colleagues' classrooms and study student and teacher work with the goal of improving instruction and student outcomes. • The school's approach to building adult capacity provides multiple opportunities for faculty and administrators to develop and practice leadership as part of a conscious, data informed effort, to develop effective succession plans for key leaders in the school.

SECTION VI: ACTION PLAN

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

Subject Area
(where relevant) : ELA, Math, Science , Social Studies,
Foreign Language, Fine Arts,
Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By February 2011, Teachers and administrators will engage in an open exchange of information with students and families regarding students' learning needs and outcomes. Addresses QR Indicator 2.4</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>QR #2 committee will meet monthly beginning September 2010 through June 2011 to discuss last year's work and align it with the PD plan for best practices for home/school communication</p> <p>September/October 2010-Teachers will receive additional PD on SnapGrades (online grading tool)- In-house staff developers (menu items) will be available to staff for their development using SnapGrades</p> <p>September and October workshops for parents to outline the plan for communication</p> <p>Election Day Workshops for teachers on ARIS</p> <p>November parent workshops on ARIS Parent Link</p> <p>Election Day 2010-Teachers will receive additional PD on eChalk(online communication tool)- In-house staff developers (menu items) will be available to staff for their development using eChalk</p> <p>Department teams will create unit overviews to be posted on our school's website and sent home to parents</p> <p>Workshops for teachers during Election Day, faculty conferences, and department meeting to push the new communication practices</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title 1 Parent Involvement setaside funds will be used to give parent workshops on the following topics:</p> <ul style="list-style-type: none"> • ARIS Parent Link • eChalk Website • SnapGrades Online Grading Tool <p>Qualified teachers and/or administrators will receive per session pay to conduct workshops.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Agendas from September through November Workshops • <input type="checkbox"/> Monthly periodic reviews beginning January 2010 ○ Committee Meeting Agendas ○ Professional Development Agendas ○ Workshop Agendas • Department Meeting Agendas • Participation data from SnapGrades and eChalk

Subject Area
(where relevant) :

All Subjects

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, we will ensure the achievement of learning goals by tracking progress at the school, teacher team, and classroom level. Addresses QR Indicator 3.3</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> June 2010- Aquity and ScanTron periodic assessments will be chosen as the standardized periodic assessments for the 2011 school year. September 2010-</p> <ul style="list-style-type: none"> • All core subject teachers will receive access to reading and mathematics scores for the children they serve.

	<ul style="list-style-type: none"> • Teacher teams will begin to look at the data and develop plans to alter the curricula (if necessary) to improve standardized test scores and overall student aptitude. • 2010 NYS Assessment Results will be discussed with students and parents in classes and at the PTA meeting <p>September to June:</p> <ul style="list-style-type: none"> • Teacher teams will be established by department/grade • Teams and departments will look at periodic assessment results and discuss ways to improve • Consistent feedback to students and families will be given by all staff • Teachers (teams and individuals) will focus on periodic and classroom assessments to alter instruction practices, track progress, and adjust student goals
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> None anticipated.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> Teacher team meeting agendas Periodic assessment results (AQUITY and ScanTron) Teacher-made Quarterly assessment results (all core subjects) Student growth charts and forms

Subject Area
 (where relevant) :

All Subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By April 2011, we will engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Addresses QR Criteria- 4.2</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Core curricula committee will meet to discuss last year's work and align it with the new Quality Review standards Teacher leaders will create a needs assessment based on our current state and the new QR statements September initial staff development on the inquiry approach Ongoing professional development for staff on the following topics:</p> <ul style="list-style-type: none"> • teacher teams • building professional learning communities • the inquiry approach • looking at student work • student assessments • lesson planning • aperson use
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> OTPS spending on professional literature, scantron and apperson scanning sheets and ink toner, folders, and paper</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> ○ Committee Meeting Agendas ○ Team Minutes ○ Professional Development Agendas ○ Workshop Agendas ○ Observation Reports <p>Department Meeting Agendas</p>

Subject Area
(where relevant) :

All Subjects

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By May 2011, we will be able to communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community. QR Criteria Addressed- 3.4</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • June 2010-Initial staff development on the use of our new MS216Q eChalk website • September 2010-PD on MS216Q eChalk website • September 2010- PTA meeting introducing new website • Parent workshops on how to communicate with the school via the school's website • Ongoing PD on using eChalk and SnapGrades (online grading tool) • Parent Coordinator will be made available to assist parents with communication tools • Parent workshops on ARIS Parent Link • School leadership team meetings will be geared to assist parents and develop them to assist with school decision making • Promote school activities including PTA meeting utilizing our school messenger system
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Parent Involvement funds (Title 1) will be used to pay for per session for staff presenters. • Parent Involvement funds and school funds will be used to purchase subscriptions for SnapGrades, eChalk, and School Messenger

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • PD agendas • PTA meeting agendas • School Messenger system • Ryan Middle School website <input type="checkbox"/>
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Subject Area
(where relevant) :

All Subjects

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, we will be able to provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes. Addresses QR Indicator 4.3
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • In October 2010, teachers will be asked to submit their goals for professional development • Professional development on the CEP goals will be made available to staff members • A.U.S.S.I.E. staff developers will be utilized to help deliver PD to staff (based on budgetary allocation availability) • CEI-PEA will deliver PD to staff members in high need areas (e.g.-ELL instruction, Special education instruction, etc.) • School leaders will organize weekly and monthly PD opportunities for staff based on the specific needs of the departments • Teachers will be given opportunities to visit each others classrooms to view best practices • Teachers will be given PD in looking at student work to improve teaching practices • Teacher committees by department will discuss future PD opportunities with the AP responsible for the department

	<ul style="list-style-type: none"> • CEI-PEA will work with the school to develop school leaders
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>OTPS-Curriculum development contracts for AUSSIE and CEI-PEA staff development opportunities. Per session and training rate for teachers taking professional development opportunities before/after school.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>Professional development agendas</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	45	37	35	35	26	5	6	
7	34	28	25	24	36	3	16	
8	46	16	32	23	55	5	15	
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <p> Wilson Reading Program SRA Reading Laboratory Kaplan Reading Program Resource Room Lunch and Learn CTT Teacher’s College Reading/Writing Workshop Teaching Matters Writing Matters Extended Day </p> <p> (All programs are delivered in small groups 3-10 students by trained professionals. Services will be provided before school, during the school day, after school and during Extended Day) </p>
Mathematics:	<input type="checkbox"/> <p> Extended Day Program </p> <p> Grades 6, 7, 8 Small Group Instruction Materials: Strategies To Achieve Mathematics Success, Skills Intervention, Teacher Generated Materials Service is provided before the school day Resource Room </p> <p> Grades 6, 7, 8 Small Group Instruction Materials: Mathematics Plus Textbook, Mathematics Coach Book, Mathematics Handbook </p>

	<p>Service is provided during the school day Lunch and Learn Program</p> <p>Grades 6, 7, 8 Small Group Instruction Materials: Teacher Generated Materials Service is provided during the lunch periods Differentiated Instruction</p> <p>Grades 6, 7, 8 Small Groupings within Whole Class Instruction Materials: Teacher Generated Materials</p>
Science:	<p><input type="checkbox"/></p> <p>Small group tutorials Peer-to-peer tutorials Extra services provided during class time with Science Coach push-in instruction Lunch and learn-students experiencing difficulty may come up during their lunch period for tutorials</p> <p>Extended Day</p>
Social Studies:	<p><input type="checkbox"/></p> <p>Writing Matters Small group tutorials Peer-to-peer tutorials Extended Day Students are provided with a list of missing work, projects and tests. Teachers also conference with students one on one throughout the year to ensure that students understand the implication of missing work and are given a reasonable timeframe to submit missing or incomplete assignments. Parents are notified of student's poor performance and invited to meetings with the teacher and student. Students receiving a failing grade on the report card consult with teacher to develop an Academic Improvement Plan. Teacher identified lowest five students they service and provide students with additional support including an Academic Improvement Plan.</p>

	<p>Teachers consult with literacy coaches as needed about students that are identified as being deficient in literacy skills to gain insight to improve a student's skills.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></p> <p>One on one counseling Small group counseling Services provided during the school day and during extended day</p> <p>As needed</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/></p> <p>One on one counseling</p> <p>Services provided during the school day and during extended day 3 times a week</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/></p> <p>One on one counseling Small group counseling</p> <p>Services provided during the school day and during extended day 3 times a week</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> none</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6, 7, 8

Number of Students to be Served:

LEP 98

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) 0

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.

The program model at MS 216 is pull-out English as a Second Language. Beginner and Intermediate students receive 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. The ELL population is approximately 135 students. ESL is the preferred method of instruction as per the parent survey and selection forms. Services are provided by certified ESL teachers.

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.

Ongoing professional development instructs all teachers about differentiation of instruction and effective ESL strategies such as text representation, use of realia, modeling, graphic organizers, scaffolding, bridging, schema building, *the use of prompts, integrating language and content, and the importance of cooperative learning.* These strategies can then be infused in content area instruction. *Professional development makes content area teachers aware of the concepts of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency and the stages of language acquisition. When ELL's require alternative placement, paraprofessionals will also be given professional development in ESL methods. Teachers receive professional development from the ESL teachers, and from the region. Teachers also receive professional development through the Office of English Language Learners and I.C.I.*

Section III. Title III Budget

School: **MS 216Q- George J. Ryan**
BEDS Code: **342600010216**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	3448	<input type="checkbox"/> Per Session for teachers and one administrator to provide before and after school AIS programs to ELL students. A focus will be on Level 2 stall students and students who pass the NYS ELA exam yet cannot pass the NYSELATT exam.
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> Not applicable
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> Not applicable
Educational Software (Object Code 199)	0	<input type="checkbox"/> Not applicable
Travel	0	<input type="checkbox"/> Not applicable
Other	0	<input type="checkbox"/> Not applicable
TOTAL	3448	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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



Home language surveys and ATS reports are used to determine the home language of all English Language learners in the school. Notices to parents regarding their child's ESL services are sent in the home language. Parent Orientation meetings are held several times each school year, at which time parents indicate the language they would prefer when being contacted by the school. For oral translations, the Parent Coordinator and bilingual staff members are called upon when needed.

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.



Needed translation services can be provided in house and by the translated forms available from the Department of Education. Findings are reported to the school community at Parent Teacher meetings.

Translations of required documents (i.e.- newsletters, calendars, report cards, home correspondences, etc) are done by members of the faculty and/or the NYC Translation Unit.

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.



Needed translation services can be provided in house and by the translated forms available from the Department of Education. Findings are reported to the school community at Parent Teacher meetings.

Translations of required documents (i.e.- newsletters, calendars, report cards, home correspondences, etc) are done by members of the faculty and/or the NYC Translation Unit.

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.

Needed translation services can be provided in house. Teachers and other multi-lingual staff members will assist in translations and comprehension of school needs. Only in rare cases where no one is available to translate or a particular language is not known by any staff member will the city's Translation Unit be asked to assist.

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>.

All parent notices will be translated into the home languages represented in our ELL population when necessary. If this cannot be done in house, the translation service of the Department of Education will be utilized.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	0	585887	585887
2. Enter the anticipated 1% set-aside for Parent Involvement:	5858		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29294	*	
4. Enter the anticipated 10% set-aside for Professional Development:	58588	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
94.4

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

-
- Human resources support to ensure these teachers no exactly what they need to obtain the highly qualified status.
 - Monetary support for classes leading towards being certified as highly qualified.

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

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

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

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

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore MS216Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MS216Q’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. MS216Q will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

MS216Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the MS216Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, MS216Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a [1]dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

MS216Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a

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.

Section II: School-Parent Compact

MS216Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS/MS/HS XX staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
 - ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

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.



Needs assessment:

Instruction

Integrating technology across the curriculum

Common planning for instruction by content area teachers

Interdisciplinary planning in academies

Theme-based instruction in academies (law, media arts, science)

Print-rich environments in every class

Systematic instruction leading to better student organization (agendas, process charts, word walls)

Learning objectives that are instructional objectives based on NYS learning standards

Lesson planning with assessments

Content-wide periodic assessments created by teachers

Data driven instruction practices

Pre-testing and post-testing in Mathematics

UBD planning in Social Studies and Science

Curriculum mapping across content areas

Goal setting for individuals and groups of students

Administrative

- Aligning observation report rubric to instructional goals
- Comprehensive post-observation conferences to improve pedagogy
- Utilizing the same template for observation reports
- Daily focused instructional walkthroughs by each assistant principal
- Weekly instructional walkthroughs by principal

Parents

Parent involvement and participation in school academics

Parent involvement in school activities

Parent communication with teachers

Parent communication with school as a whole (school announcements, PTA meetings, parent workshops, etc.)

2. Schoolwide reform strategies that:

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

Teachers

Professional development delivered by administration, SSO personnel, Network NSAs and leader, consultants, etc. for:

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.



- Extended day activities for mandated and non-mandated students
- focused extra learning time for all students who had a 25pts reduction on the prior year's NYS ELA and/or Mathematics assessments
- wraparound instructional program with the Beacon program
- before and after school ESL program
- summer school
- before and after school enrichment programs such as Terraphiles, Science Olympiad, Math Olympiad, Robotics, Debate Team, Voices and Choices
- Writing Matters web-based computer community

o Help provide an enriched and accelerated curriculum.



- SPE curriculum (grades 6, 7, and 8)
- Intellectually gifted children curriculum (grades 6, 7, and 8)
- differentiated instruction in all classes
- afterschool specialized high school tutorials

o Meet the educational needs of historically underserved populations.



- Rites of passage mentoring for African-American boys to promote ELA, Mathematics, and character improvement
- ELL before and after school program
- Latch-key program to help students of working parents
- Extended day program

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.

- Extended day program
- AIS services
- Focused extra learning time for all students who had a 25pts reduction on the prior year's NYS ELA and/or Mathematics assessments
- counseling
- mentoring

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

- Extended day program
- AIS services
- Focused extra learning time for all students who had a 25pts reduction on the prior year's NYS ELA and/or Mathematics assessments
- counseling
- mentoring

3. Instruction by highly qualified staff.

- all instruction
- current curriculum
- extended day instruction
- before and after school programs
- summer school

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.

Teachers and paraprofessionals

Professional development delivered by administration, SSO personnel, Network NSAs and leader, consultants, etc. for:

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

We are not a high need school. We will continue to work to improve test scores, school climate, and the school community to remain that way.

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

- Increase parent workshops
- Host curriculum night
- host family math night
- host family ELA night
- host Technology night
- work with PTA
- Principal's breakfast
- Principal reports and plea for more parent involvement at every PTA meeting

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.

- Quality Review committees
- Data committee
- Student Conferencing committee
- School Technology committee

- School Leadership Team Meetings
- Partnership with St. John's University

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 program
- AIS services
- Focused extra learning time for all students who had a 25pts reduction on the prior year's NYS ELA and/or Mathematics assessments
- counseling
- mentoring

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.



Working with the DOE to provide any and all services and programs that would assist families and students.

Working with Beacon program as a school wraparound to assist with students and families in need outside the normal scope of the school and school day.

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program
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					activity has been described in this plan.	
					Check(x)	Page#(s)
	Yes	No	N/A			

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

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

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

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;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

1

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

- counseling services
- school supplies
- trips
- cap and gown (if needed)

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_26Q216_110210-131259.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN #534	District 26	School Number 216	School Name George J. Ryan
Principal Reginald Landeau, Jr.		Assistant Principal Daphne Van Dorn	
Coach Linda Babbino		Coach Patrick Roberts	
Teacher/Subject Area Janet Hehir/ESL		Guidance Counselor Sandor Kovacs	
Teacher/Subject Area Joan Brill/ESL		Parent Mariela Rodriguez	
Teacher/Subject Area		Parent Coordinator Susan Chang	
Related Service Provider Helene Phillips		Other type here	
Network Leader Ben Waxman		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	5
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1230	Total Number of ELLs	117	ELLs as Share of Total Student Population (%)	9.51%
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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.

Paste response to questions 1-6 here

Newly enrolled ELL's are identified by the HLIS. Parents and guardians are provided with the HLIS by the Pupil Accounting Secretary. A native speaker serves as a translator if required. A licensed ESL/Lab Coordinator screens the forms and conducts the initial interview to identify students that are eligible for testing. The LAB-R is then administered within 10 days of the student's admission date. The ESL Coordinator also receives admission/school transfer/interclass transfer notifications from the pupil accounting secretary as well as from the guidance counselors. The coordinator is a certified ESL teacher who also runs ATS reports throughout the year to screen for transfer ELL's and new admits. Each student's LAB-R or NYSESLAT scores are used at the beginning of the school year to determine the required minutes of service per week. ELL's are provided with appropriate units of study within the ESL instructional program based on their scores. Adjustments to class placements or schedules are made based on concerns regarding the buddy system of a same language classmate for all newcomers, when possible.

All ELL's are tested annually with the NYSESLAT. The ESL Coordinator closely monitors all ELL's, including those who are X-coded, to insure that all students are tested.

Parents of newly admitted students attend an orientation and translators are made available, if necessary. They view the Parent Orientation Video in their native language, where available. The Parent Coordinator, who is a Chinese speaker, attends this orientation, as well as any other parent meetings held for parents of English language learners, such as a meeting in the spring prior to the NYSESLAT to inform parents about this assessment. School staff members, who are speakers of languages represented at the orientation meeting, are available to translate if necessary.

Parent Survey and Program Selection forms are distributed in the home language and duplicate forms are sent to the parents of new students who do not return them. The coordinator calls the home of any student who does not return the program selection form. Once the forms are received, parent choices are screened. The trend for the past few years has been overwhelmingly ESL. There has not been any request by parents to establish a bilingual program at Ryan in languages that are highly represented.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							5	5	5					15
Total	0	0	0	0	0	0	5	5	5	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	117	Newcomers (ELLs receiving service 0-3 years)	83	Special Education	15
SIFE	1	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	16

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	83	1	4	18	0	6	16	0	6	117	
Total	83	1	4	18	0	6	16	0	6	117	

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	4	2					12
Chinese							6	10	15					31
Russian							3	0	2					5
Bengali							13	15	8					36
Urdu							0	6	1					7
Arabic							0	1	1					2
Haitian							0	0	0					0
French							0	0	0					0
Korean							6	4	4					14
Punjabi							1	1	0					2
Polish							0	0	0					0
Albanian							0	0	0					0
Other							2	2	4					8
TOTAL	0	0	0	0	0	0	37	43	37	0	0	0	0	117

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

The school's second language instruction program is a pull out ESL program. ESL classes are ungraded and heterogeneous. The two ESL teachers divide the ELL's into two groups: Beginner/Low Intermediate and High Intermediate/Advanced and the students are then programmed for the required periods of ESL that honor the English language requirements outlined in the Commissioner's Regulations Part 154. Beginner, Intermediate and Advanced students receive the required number of instructional minutes in ESL and ELA by means of a closely structured and monitored pull out program. Content area instruction is delivered in English using ESL Standards based strategies that are rigorous and serve to scaffold and differentiate learning for ELL's.

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

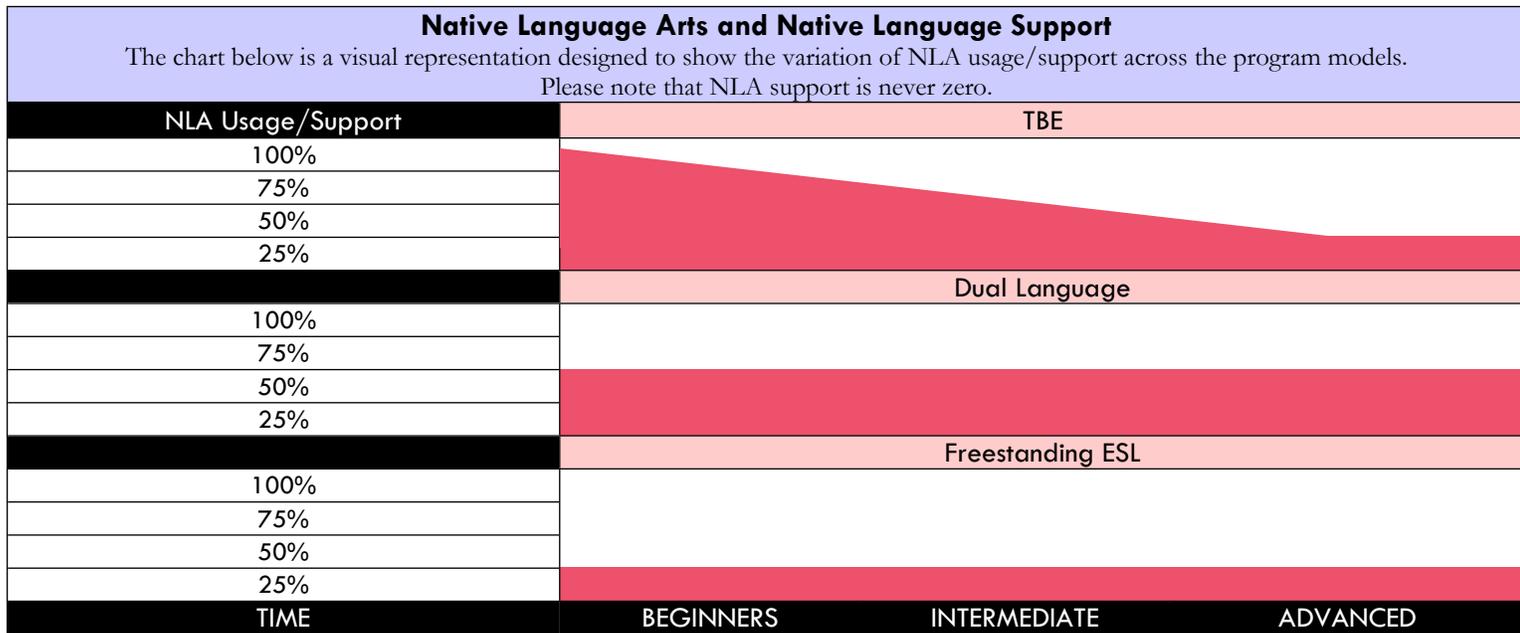
Beginning

Intermediate

Advanced

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

ELL's who score on levels 1 or 2 on the ELA and/or NY State Math Test are targeted for After School Academic Intervention Services. In addition, ELL's who will be taking the ELA test for the first time in the spring of 2011 receive after school and morning tutorial instruction in reading and writing strategies to support their success on the exam. Long term ELL's receive targeted instruction in the modality (modalities) in which they are not achieving proficiency through use of Getting Ready for the NYSESLAT and Beyond. SIFE students are included in all intervention services through pull out and after school programs to address their specific needs. They are provided with family counseling by the school social worker. SIFE students also meet regularly with the guidance counselor and are monitored by the RTI team. The Inquiry Team this year is focusing on supporting ELL students. In addition, a study group consisting of the ESL Specialist, content area teachers and administrators will meet regularly throughout the year to focus on strategies to support ELL's to improve their oral and written communication skills. Instruction is delivered by teachers utilizing the targeted language for ELLs 100% of the time on each grade. Whenever necessary, support is provided in the native language by a peer or adult. ELLs are integrated throughout all content areas, with the exception of when they are pulled out for their required ESL services. The targeted language is utilized throughout all content areas at all times.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Professional development is provided on and off site for teachers that serve the ELLs. The faculty will attend workshops to fulfill the 7.5 hours of ELL training. Through the workshops, the faculty will learn how to develop strategies that support ELLs to enhance their oral and written communication skills. In addition, the strategies will be aligned to content area standards. In collaboration with the school's network personnel, the faculty will receive professional workshops that include topics such as: Establishing Collegial ESL Study Groups and ESL Inquiry Teams, Differentiation of Instruction, Aligning ESL instruction to content areas and Use of Data to align instruction.

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?

Parents of ELL's are included in all parent activities, including Breakfast with the Principal, High School Information nights, Incoming Grade 6 Parent Information Night, Chinese American Parent Support Group and monthly meetings with the Parent Coordinator. A survey is conducted every three months to screen parental needs and align workshops and activities to them.

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)							12	5	7					24
Intermediate(I)							9	10	17					36
Advanced (A)							16	28	13					57
Total	0	0	0	0	0	0	37	43	37	0	0	0	0	117

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							2	1	1				
	I							5	5	6				
	A							14	20	10				
	P							7	11	15				
READING/ WRITING	B							6	4	6				
	I							7	8	16				
	A							13	21	9				
	P							2	4	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	7	1	1	19
7	11	10	3	0	24
8	11	9	0	0	20
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4	1	10	1	5	3	0	5	29
7	1	0	16	2	9	3	4	2	37
8	4	0	9	2	4	3	0	10	32
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	4	2	8	7	9	15	0	7	52
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	2	0	16	10	8	15	0	1	52
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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.

Teachers to align standards based grade level instruction to the use of visuals, technology and additional resources that will serve to support ELLs to improve their written communication skills. The school leadership and teachers utilize periodic assessment results to identify areas of need for ELLs and to target intervention services.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 216 George J. Ryan					
District:	26	DBN:	26Q216	School		342600010216

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.3	96.8	96.7
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		95.8	94.7	96.6
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	379	420	383	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	435	396	436		43.3	61.4	61.4
Grade 8	396	458	406				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	1	6
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	1210	1274	1225	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					41	35	25

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	30	24	33	Principal Suspensions	71	25	27
# in Collaborative Team Teaching (CTT) Classes	23	30	32	Superintendent Suspensions	4	5	14
Number all others	60	68	75				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	70	70	70
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	12	11
# receiving ESL services only	98	97	TBD				
# ELLs with IEPs	10	17	TBD	Number of Educational Paraprofessionals	4	3	6

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	5	% fully licensed & permanently assigned to this school	100.0	100.0	98.6
				% more than 2 years teaching in this school	68.6	70.0	81.4
				% more than 5 years teaching anywhere	54.3	64.3	77.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	90.0	92.9
American Indian or Alaska Native	0.1	0.0	0.2	% core classes taught by "highly qualified" teachers	97.2	94.4	93.8
Black or African American	10.6	9.0	8.2				
Hispanic or Latino	13.0	12.9	11.8				
Asian or Native Hawaiian/Other Pacific	62.5	65.1	66.5				
White	13.9	13.0	13.2				
Male	52.0	51.9	53.7				
Female	48.0	48.1	46.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	71.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	42.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	11.3						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	0	585887	585887
2. Enter the anticipated 1% set-aside for Parent Involvement:	5858		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	29294	*	
4. Enter the anticipated 10% set-aside for Professional Development:	58588	*	

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

94.4

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.

- Human resources support to ensure these teachers no exactly what they need to obtain the highly qualified status.
- Monetary support for classes leading towards being certified as highly qualified.

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

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

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

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

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore MS216Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MS216Q's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. MS216Q will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural

competency in order to build stronger ties between parents and other members of our school community;

MS216Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the MS216Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, MS216Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a [\[1\]](#) dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

MS216Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a

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.

Section II: School-Parent Compact

MS216Q, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS/MS/HS XX staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
 - ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

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.

Needs assessment:

Instruction

Integrating technology across the curriculum

Common planning for instruction by content area teachers

Interdisciplinary planning in academies

Theme-based instruction in academies (law, media arts, science)

Print-rich environments in every class

Systematic instruction leading to better student organization (agendas, process charts, word walls)

Learning objectives that are instructional objectives based on NYS learning standards

Lesson planning with assessments

Content-wide periodic assessments created by teachers

Data driven instruction practices

Pre-testing and post-testing in Mathematics

UBD planning in Social Studies and Science
Curriculum mapping across content areas
Goal setting for individuals and groups of students

Administrative

- Aligning observation report rubric to instructional goals
- Comprehensive post-observation conferences to improve pedagogy
- Utilizing the same template for observation reports
- Daily focused instructional walkthroughs by each assistant principal
- Weekly instructional walkthroughs by principal

Parents

Parent involvement and participation in school academics

Parent involvement in school activities

Parent communication with teachers

Parent communication with school as a whole (school announcements, PTA meetings, parent workshops, etc.)

2. Schoolwide reform strategies that:

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

Teachers

Professional development delivered by administration, SSO personnel, Network NSAs and leader, consultants, etc. for:

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.

- Extended day activities for mandated and non-mandated students
- focused extra learning time for all students who had a 25pts reduction on the prior year's NYS ELA and/or Mathematics assessments
- wraparound instructional program with the Beacon program
- before and after school ESL program

- summer school
- before and after school enrichment programs such as Terraphiles, Science Olympiad, Math Olympiad, Robotics, Debate Team, Voices and Choices
- Writing Matters web-based computer community

o Help provide an enriched and accelerated curriculum.

- SPE curriculum (grades 6, 7, and 8)
- Intellectually gifted children curriculum (grades 6, 7, and 8)
- differentiated instruction in all classes
- afterschool specialized high school tutorials

o Meet the educational needs of historically underserved populations.

- Rites of passage mentoring for African-American boys to promote ELA, Mathematics, and character improvement
- ELL before and after school program
- Latch-key program to help students of working parents
- Extended day program

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.

- Extended day program
- AIS services
- Focused extra learning time for all students who had a 25pts reduction on the prior year's NYS ELA and/or Mathematics assessments
- counseling
- mentoring

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

- Extended day program
- AIS services
- Focused extra learning time for all students who had a 25pts reduction on the prior year's NYS ELA and/or Mathematics assessments

- counseling
- mentoring

3. Instruction by highly qualified staff.

- all instruction
- current curriculum
- extended day instruction
- before and after school programs
- summer school

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.

Teachers and paraprofessionals

Professional development delivered by administration, SSO personnel, Network NSAs and leader, consultants, etc. for:

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

We are not a high need school. We will continue to work to improve test scores, school climate, and the school community to remain that way.

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

- Increase parent workshops
- Host curriculum night
- host family math night
- host family ELA night
- host Technology night
- work with PTA
- Principal's breakfast
- Principal reports and plea for more parent involvement at every PTA meeting

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.

- Quality Review committees
- Data committee
- Student Conferencing committee
- School Technology committee
- School Leadership Team Meetings
- Partnership with St. John's University

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 program
- AIS services
- Focused extra learning time for all students who had a 25pts reduction on the prior year's NYS ELA and/or Mathematics assessments
- counseling
- mentoring

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.

Working with the DOE to provide any and all services and programs that would assist families and students.

Working with Beacon program as a school wraparound to assist with students and families in need outside the normal scope of the school and school day.

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

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

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

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

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

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY’11 school allocation amounts)	Check (✓) in the the school has each program v Indicate page n program activity Check (✓)
		Yes	No	N/A		
Title I, Part A (Basic)	Federal			x	0	
Title I, Part A (ARRA)	Federal	✓			620,843	X
Title II, Part A				x	0	
Title III, Part A	Federal		x		0	
Title IV	Federal			x	0	
IDEA	Federal			x	0	
Tax Levy	Local	✓			4,515,584	x

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** 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.

2Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

N/A

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

N/A

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;

N/A

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

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

4. Coordinate with and support the regular educational program;
N/A

5. Provide instruction by highly qualified teachers;
N/A

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

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A