



VIRGIL I. GRISSOM M.S. 226

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 27Q226
ADDRESS: 121-10 ROCKAWAY BLVD, S.O.P., N.Y. 11420
TELEPHONE: 718-843-2260
FAX: 718-835-6317

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 226 SCHOOL NAME: Virgil I. Grissom Middle School

SCHOOL ADDRESS: 121-10 Rockaway Blvd., South Ozone Park, NY 11420

SCHOOL TELEPHONE: 718-843-2260-1 FAX: 718-835-6317

SCHOOL CONTACT PERSON: Rushell S. White EMAIL ADDRESS: Rwhite11@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Francine Davis

PRINCIPAL: Ms. Rushell White

UFT CHAPTER LEADER: Mr. Edward Mergenthaler

PARENTS' ASSOCIATION PRESIDENT: Ms. Tarnika Alderman

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 CHILDREN FIRST NETWORK (CFN): 301

NETWORK LEADER: Ms. Joanne Brucella

SUPERINTENDENT: Ms. Michele Lloyd-Bey

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/ronlyres/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
Ms. Rushell S. White	*Principal or Designee	
Mr. Edward Mergenthaler	*UFT Chapter Chairperson or Designee	
Ms. Tarnika Alderman	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Claudia Bethea	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Claudia Bethea	Member/Parent Coordinator	
Ms. Catherine Harris	Member/Parent	
Ms. Eve Whiskey	Member/Parent	
Ms. Dana Logan	Member/Parent	
Ms. Denise Nelson	Member/Parent	
Ms. Margaret Premus	Member/Para	
Ms. Francine Davis	Member/Teacher	
		*50-50 Balance: Parents and Staff as per Chancellor’s Regulations

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

- Core (mandatory) SLT members.
-

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

MS 226, aptly named the Virgil I. Grissom Middle School, focuses on exploratory learning experiences, which allow our students to “reach for the stars.” With this in mind, MS 226 is organized into four learning communities (Discovery and Exploration Academy, Visionaries Academy, Humanities Academy and the Renaissance Academy). These learning communities allow our teachers to better meet the needs of each individual student while allowing maximum learning to take place in small learning environments.

There is an emphasis that is placed on literacy in all subjects, as well as hands-on experiential learning. Technology is integrated into every aspect of the curriculum, which allows our children to learn beyond the walls of the classroom. The staff of the Virgil I. Grissom Middle School is dedicated to educating students in various academic stages, as well as fostering their personal and social development.

Our critically acclaimed concert band focuses on all genres of music, from Broadway to jazz and finally modern rock. MS226 features a series of after-school educational clubs where our students can engage in a myriad of instructional activities including: drama, dance, band, poetry creative writing, chorus, art, and technology. Our well-stocked UFT Teacher's Center is overflowing with the newest instructional materials and equipment to enhance teaching and learning. This center is the hub of professional development where teachers can learn the latest methodologies in education. The different learning styles of our youngsters are matched with the appropriate strategies to differentiate instruction, while enhancing learning with the goal of success for every student! The Virgil I. Grissom Middle School appreciates the fact that every child is important and therefore utilizes both formal and informal data, while recognizing the importance of meeting the needs of the “whole child.” Every child comes to our school with unique abilities and strengths, and the school community makes every effort to build upon these assets. The heart of our efforts at Virgil I. Grissom Middle School is to insure that each student realizes whatever unique potential of body, mind, and spirit that he or she may possess and be supported in reaching his/her maximum potential.

MS 226 is truly a professional development haven. Professional development study groups are constantly being offered. Our staff eagerly attends these learning sessions, where they can learn how to incorporate these newest and time-proven research based strategies in a collegial and cohesive manner. These sessions are spearheaded by our UFT Teacher Center Specialist, in coordination with the administrators and other constituencies of the school. One focus area this year will be the Common Core State Standards (CCSS) professional development workshops and study groups will be held so that staff members can be informed and take an active role in the implementation of these standards

into regular classroom practice. Differentiation of instruction is another focus area which will be stressed across all disciplines.

At MS 226, the Virgil I. Grissom Middle School, teaming shapes our vision to reach for the stars as we encourage our students and staff to strive for excellence.

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010) School Name:

District:	27	DBN:	27Q226	School BEDS Code:	11	
Grades Served:	Pre-K	3	7	√	11	
K	4		8	√	12	
1	5		9	Ungraded	√	
2		6		√	10	
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Pre-K	0	0	0	90.1	92.3	TBD
Kindergarten		0			0	
Grade 1		0			0	
Grade 2	0	0	0	2007-08	2008-09	2009-10
Grade 3	0	0	0	92.6	91.4	TBD
Grade 4		0			0	
Grade 5		0			0	
Grade 6	442	402	409	2007-08	2008-09	2009-10
Grade 7	649	581	478	58.3	58.3	73.2
Grade 8		567			580	
Grade 9		0			0	
Grade 10	0	0	0	2007-08	2008-09	2009-10
						(As of June 30)
Grade 11	0	0	0	12	35	TBD
Grade 12		0			0	
Ungraded		9			6	
Total	1667	1609	1473	2007-08	2008-09	2009-10
20		15			24	
Special Education Enrollment:						
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
# in Self-Contained Classes	112	115	121	94	183	TBD
# in Collaborative Team Teaching (CTT) Classes	50	61	54	23	21	TBD
Number all others		100			98	
2007-08					2009-10	
0		2008-09			0	
0		0			0	
(As of October 31)		2007-08		2008-09		2009-10
# in Transitional Bilingual Classes	0		0		0	
						Number of Staff - Includes all full-time staff:
# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10
# receiving ESL services only	50	41	66	112	112	TBD
						Number of Teachers

SECTION IV: NEEDS ASSESSMENT

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

It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

Literacy

The charts below reflect the current data for the 2010 ELA exam.

GRADE and LEVEL	2007 – 08	2008 – 2009	2009-2010	% CHANGE OVER 3 YEARS
6 Level 1	2%	0%	23%	21%
7 Level 1	3%	0%	19%	16%
8 Level 1	1%	1%	19%	18%
6 Level 2	28%	26%	38%	10%
7 Level 2	46%	33%	50%	4%
8 Level 2	42%	43%	52%	10%
6 Level 3	67%	69%	36%	-31%
7 Level 3	50%	63%	52%	2%
8 Level 3	56%	55%	26%	-30%
6 Level 4	3%	5%	2%	-1%
7 Level 4	1%	3%	5%	4%
8 Level 4	1%	1%	3%	2%

The new NYS 2010 level determinations and designations for ELA state that level 2 students now “Meet Basic Standard, level 3 students now “Meet Proficiency Standard” and level 4 students “Exceed Proficiency Standard.” With this in mind, in our sixth grade, 166 students, or 39%, reached or exceeded proficiency, while 330 students, or 77%, met or exceeded the basic standard.

The new NYS 2010 level determinations and designations for ELA state that level 2 students now “Meet Basic Standard,” level 3 students now “Meet Proficiency Standard” and level 4 students “Exceed Proficiency Standard.” With this in mind, in our seventh grade, 152 students, or 31%, reached or exceeded proficiency, while 392 students, or 81%, met or exceeded the basic standard.

The new NYS 2010 level determinations and designations for ELA state that level 2 students now “Meet Basic Standard,” level 3 students now “Meet Proficiency Standard” and level 4 students “Exceed Proficiency Standard.” With this in mind, in our eighth grade, 172 students, or 29%, reached or exceeded proficiency, while 478 students, or 81%, met or exceeded the basic standard.

With regard to sub-groups,

- ✓ Our female population of 681 students had 13% scoring level 1, 47% scoring level 2, 35% scoring level 3 and 5% scoring level 4.

With this in mind, we can break this down even further by dealing with Asian girls, Hispanic girls and Black / African American girls.

- ✓ With regard to Asian girls, this population was made up of 214 students. 7% of these students scored level 1, 36% scored level 2, 51% scored level 3 and 6% scored level 4.
- ✓ With regard to Hispanic girls, this population was made up of 154 students. 16% of these students scored level 1, 47% scored level 2, 29% scored level 3 and 8% scored level 4.
- ✓ With regard to Black / African American girls, this population was made up of 302 students. 16% of these students scored level 1, 56% scored level 2, 26% scored level 3 and 3% scored level 4.

With regard to sub-groups,

- ✓ Our male population of 743 students had 24% scoring level 1, 47% scoring level 2, 27% scoring level 3 and 2% scoring level 4.

With this in mind, we can break this down even further by dealing with Asian boys, Hispanic boys and Black / African American boys.

- ✓ With regard to Asian boys, this population was made up of 250 students. 13% of these students scored level 1, 48% scored level 2, 37% scored level 3 and 3% scored level 4.
- ✓ With regard to Hispanic boys, this population was made up of 164 students. 27% of these students scored level 1, 44% scored level 2, 28% scored level 3 and 1% scored level 4.
- ✓ With regard to Black / African American boys, this population was made up of 318 students. 31% of these students scored level 1, 50% scored level 2, 19% scored level 3 and 1% scored level 4.

This chart reflects the number of tested students and the percentage of all tested students who scored at level 3 and above.

	Grade 6		Grade 7		Grade 8	
	#	%	#	%	#	%
All Students	430	39%	483	31%	594	29%
General Education	337	47%	389	37%	502	33%
Students with Disabilities	93	8%	94	10%	92	5%
American Indian or Alaska			5	S	5	80%

Native						
Black or African American	163	31%	204	25%	269	19%
Hispanic or Latino	101	S	138	30%	129	28%
Asian or Pacific Islander	162	51%	130	45%	186	44%
White	3	S	5	20%	5	20%
Multiracial	1	S	1	S		
Small Group Totals (S)	105	32%	6	0%		
Female	193	43%	248	37%	296	36%
Male	237	35%	235	26%	298	22%
English Proficient	406	40%	467	33%	572	30%
Limited English Proficient	24	13%	16	0%	22	0%
Economically Disadvantaged	430	39%	483	31%	594	29%
Not Economically Disadvantaged						
Migrant						
Not Migrant	430	39%	483	31%	594	29%

Math

The charts below reflect the current data for the 2010 math exam.

GRADE and LEVEL	2007 – 08	2008 – 2009	2009-2010	% CHANGE OVER 3 YEARS
6 Level 1	3%	6%	14%	11%
7 Level 1	10%	4%	18%	8%

8	Level 1	4%	5%	16%	12%
6	Level 2	15%	19%	34%	19%
7	Level 2	17%	21%	41%	24%
8	Level 2	34%	34%	48%	14%
6	Level 3	60%	62%	29%	-31%
7	Level 3	52%	57%	27%	-25%
8	Level 3	49%	51%	27%	-22%
6	Level 4	22%	14%	23%	1%
7	Level 4	20%	18%	14%	-6%
8	Level 4	12%	11%	9%	-3%

The new NYS 2010 level determinations and designations for math state that level 2 students now “Meet Basic Standard,” level 3 students now “Meet Proficiency Standard” and level 4 students “Exceed Proficiency Standard.” With this in mind, in our sixth grade, 230 students, or 53%, reached or exceeded proficiency, while 376 students, or 86%, met or exceeded the basic standard.

The new NYS 2010 level determinations and designations for math state that level 2 students now “Meet Basic Standard”, level 3 students now “Meet Proficiency Standard” and level 4 students “Exceed Proficiency Standard”. With this in mind, in our seventh grade, 199 students, or 40%, reached or exceeded proficiency, while 402 students, or 82%, met or exceeded the basic standard.

The new NYS 2010 level determinations and designations for math state that level 2 students now “Meet Basic Standard”, level 3 students now “Meet Proficiency Standard” and level 4 students “Exceed Proficiency Standard”. With this in mind, in our eighth grade, 213 students, or 36%, reached or exceeded proficiency, while 493 students, or 84%, met or exceeded the basic standard.

With regard to sub-groups,

- ✓ Our female population of 681 students had 11% scoring level 1, 43% scoring level 2, 30% scoring level 3 and 16% scoring level 4.

With this in mind, we can break this down even further by dealing with Asian girls, Hispanic girls and Black / African American girls.

- ✓ With regard to Asian girls, this population was made up of 214 students. 4% of these students scored level 1, 28% scored level 2, 38% scored level 3 and 29% scored level 4.
- ✓ With regard to Hispanic girls, this population was made up of 154 students. 14% of these students scored level 1, 42% scored level 2, 30% scored level 3 and 14% scored level 4.
- ✓ With regard to Black / African American girls, this population was made up of 302 students. 15% of these students scored level 1, 53% scored level 2, 24% scored level 3 and 9% scored level 4.

With regard to sub-groups,

- ✓ Our male population of 743 students had 18% scoring level 1, 41% scoring level 2, 27% scoring level 3 and 13% scoring level 4.

With this in mind, we can break this down even further by dealing with Asian boys, Hispanic boys and Black / African American boys.

-
- ✓ With regard to Asian boys, this population was made up of 250 students. 9% of these students scored level 1, 34% scored level 2, 36% scored level 3 and 21% scored level 4.
 - ✓ With regard to Hispanic boys, this population was made up of 164 students. 20% of these students scored level 1, 43% scored level 2, 26% scored level 3 and 12% scored level 4.
 - ✓ With regard to Black / African American boys, this population was made up of 318 students. 24% of these students scored level 1, 47% scored level 2, 21% scored level 3 and 8% scored level 4.

Results by Student Group

This chart reflects the number of tested students and the percentage of all tested students who scored at level 3 and above.

	Grade 6		Grade 7		Grade 8	
	#	%	#	%	#	%

All Students	435	53%	493	40%	588	36%
General Education	344	63%	399	47%	499	41%
Students with Disabilities	91	14%	94	13%	89	9%
American Indian or Alaska Native			5	S	5	60%
Black or African American	162	43%	204	31%	267	22%
Hispanic or Latino	101	S	142	37%	125	34%
Asian or Pacific Islander	168	67%	136	57%	186	58%
White	3	S	5	60%	5	0%
Multiracial	1	S	1	S		
Small Group Totals (S)	105	47%	6	33%		
Female	193	52%	250	45%	296	39%
Male	242	54%	243	36%	292	33%
English Proficient	404	56%	466	42%	562	37%
Limited English Proficient	31	16%	27	11%	26	19%
Economically Disadvantaged	435	53%	493	40%	588	36%
Not Economically Disadvantaged						
Migrant						
Not Migrant	435	53%	493	40%	588	36%

Special Education and ELL

Literacy

- With regard to our special education student population we have divided them into three categories, based upon the 2010 NYS ELA exam:
 - Students who have an IEP and are self-contained
 - Students who have an IEP and are in an ICT (formerly CTT) setting

- Students who have an IEP and receive SETTS services

Population	Total # of Population	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
Self contained	112	80	71%	30	27%	2	2%	0	0%
ICT	54	22	40%	29	53%	4	7%	0	0%
SETTS	75	31	41%	38	50%	7	9%	0	0%

With regard to our ELL population, the following data chart breaks down our ELL student scores by level with regard to number and percent of students, based upon the 2010 NYS ELA exam:

Population	Total # of Population	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
ELL	63	30	56%	21	39%	2	4%	1	2%

MATH

- With regard to our special education student population We have divided them into three categories, based upon the 2010 NYS Math exam:
 - Students who have an IEP and are self-contained
 - Students who have an IEP and are in an ICT (formerly CTT) setting
 - Students who have an IEP and receive SETTS services

Population	Total # of Population	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
Self contained	112	81	72%	28	25%	3	3%	0	0%
ICT	54	12	22%	30	56%	10	19%	2	4%
SETTS	75	22	29%	43	57%	9	12%	1	1%

With regard to our ELL population, the following data chart breaks down our ELL student scores by level with regard to number and percent of students, based upon the 2010 NYS Math exam:

Population	Total # of Population	Level 1		Level 2		Level 3		Level 4	
		#	%	#	%	#	%	#	%
ELL	63	28	44%	26	41%	5	8%	4	6%

Performance Trends:

ELA:

- ✓ Over the past three years, in grade 6, the percent of level 1 students rose by 21% from 2% to 23%.
- ✓ Over the past three years, in grade 7, the percent of level 1 students rose by 16% from 3% to 19%.
- ✓ Over the past three years, in grade 8, the percent of level 1 students rose by 18% from 1% to 19%.

-
- ✓ Over the past three years, in grade 6, the percent of level 2 students increased by 10% from 28% to 38%.
 - ✓ Over the past three years, in grade 7, the percent of level 2 students increased by 4% from 46% to 50%.
 - ✓ Over the past three years, in grade 8, the percent of level 2 students decreased by 10% from 42% to 52%.
 - ✓ Over the past three years, in grade 6, the percent of level 3 students decreased by 31% from 67% to 36%.
 - ✓ Over the past three years, in grade 7, the percent of level 3 students increased by 2% from 50% to 52%.
 - ✓ Over the past three years, in grade 8, the percent of level 3 students decreased by 30% from 56% to 26%.
 - ✓ Over the past three years, in grade 6, the percent of level 4 students decreased by 1% from 3% to 2%.
 - ✓ Over the past three years, in grade 7, the percent of level 4 students increased by 4% from 1% to 5%.
 - ✓ Over the past three years, in grade 8, the percent of level 4 students increased by 2% from 1% to 3%.

With regard to subgroups.

- ✓ Over the two years from 2008 to 2009, our Asian population decreased in level 2 by 20% from 33% to 13%, and increased by 17% in level 3 from 63% to 80%.
- ✓ Over the two years from 2008 to 2009, our Hispanic population decreased in level 2 by 26% from 50% to 24%, and increased by 22% in level 3 from 44% to 66%.
- ✓ Over the two years from 2008 to 2009, our Black population decreased in level 2 by 14% from 51% to 36%, and increased by 17% in level 3 from 45% to 62%.
- ✓ Over the two years from 2008 to 2009, our Female population decreased in level 2 by 19% from 37% to 18%, and increased by 16% in level 3 from 57% to 73%.
- ✓ Over the two years from 2008 to 2009, our Male population decreased in level 2 by 20% from 54% to 34%, and increased by 21% in level 3 from 42% to 63%.
- ✓ Over the two years from 2008 to 2009, our ELL population in grade 6 decreased by 40% from 89% to 50%, and increased by 41% from 0% to 41%.
- ✓ Over the two years from 2008 to 2009, our ELL population in grade 7 increased by 9% from 66% to 75%, and decreased by 4% from 16% to 12%.
- ✓ Over the two years from 2008 to 2009, our ELL population in grade 8 increased by 11% from 55% to 66%, and increased by 20% from 5% to 25%.
- ✓ With regard to Special Education Students, on the 2010 ELA exam,
 - 71% of the self-contained students scored a level 1, 27% of these students scored a level 2, 2% of these students scored a level 3 and 0% of these students scored a level 4.
 - 40% of the ICT (formerly CTT) students scored a level 1, 53% of these students scored a level 2, 7% of these students scored a level 3 and 0% of these students scored a level 4.
 - 41% of the SETTS students scored a level 1, 50% of these students scored a level 2, 9% of these students scored a level 3 and 0% of these students scored a level 4.

Math

- ✓ Over the past three years, in grade 6, the percent of level 1 students rose by 11% from 3% to 14%.
- ✓ Over the past three years, in grade 7, the percent of level 1 students rose by 8% from 10% to 18%.
- ✓ Over the past three years, in grade 8, the percent of level 1 students rose by 12% from 4% to 16%.

-
- ✓ Over the past three years, in grade 6, the percent of level 2 students increased by 19% from 15% to 34%.
 - ✓ Over the past three years, in grade 7, the percent of level 2 students increased by 24% from 17% to 41%.
 - ✓ Over the past three years, in grade 8, the percent of level 2 students decreased by 14% from 34% to 48%.
 - ✓ Over the past three years, in grade 6, the percent of level 3 students decreased by 31% from 60% to 29%.
 - ✓ Over the past three years, in grade 7, the percent of level 3 students decreased by 25% from 52% to 27%.
 - ✓ Over the past three years, in grade 8, the percent of level 3 students decreased by 22% from 49% to 27%.
 - ✓ Over the past three years, in grade 6, the percent of level 4 students increased by 1% from 22% to 23%.
 - ✓ Over the past three years, in grade 7, the percent of level 4 students decreased by 6% from 20% to 14%.
 - ✓ Over the past three years, in grade 8, the percent of level 4 students decreased by 3% from 12% to 9%.

With regard to subgroups.

- ✓ Over the two years from 2008 to 2009, our Asian population decreased in level 2 by 1% from 26% to 25%, and decreased by 3% in level 3 from 58% to 55%.
- ✓ Over the two years from 2008 to 2009, our Hispanic population increased in level 2 by 7% from 27% to 34%, and increased by 2% in level 3 from 48% to 50%.
- ✓ Over the two years from 2008 to 2009, our Black population decreased in level 2 by 4% from 42% to 38%, and increased by 8% in level 3 from 39% to 47%.
- ✓ Over the two years from 2008 to 2009, our Female population decreased in level 2 by 1% from 35% to 34%, and increased by 2% in level 3 from 49% to 51%.
- ✓ Over the two years from 2008 to 2009, our Male population stayed the same in level 2 at 33% and increased by 6% in level 3 from 44% to 56%.
- ✓ Over the two years from 2008 to 2009, our ELL population in grade 6 decreased by 40% from 89% to 50%, and increased by 41% from 0% to 41%.
- ✓ Over the two years from 2008 to 2009, our ELL population in grade 7 increased by 9% from 66% to 75%, and decreased by 4% from 16% to 12%.
- ✓ Over the two years from 2008 to 2009, our ELL population in grade 8 increased by 11% from 55% to 66%, and increased by 20% from 5% to 25%.
- ✓ Over the two years from 2008 to 2009, our ELL population in grade 6 increased by 7% from 40% to 47%, and increased by 1% from 30% to 31%.
- ✓ Over the two years from 2008 to 2009, our ELL population in grade 7 decreased by 10% from 62% to 52%, and decreased by 8% from 18% to 26%.
- ✓ Over the two years from 2008 to 2009, our ELL population in grade 8 increased by 16% from 34% to 50%, and decreased by 5% from 21% to 16%.
- ✓ With regard to Special Education Students, on the 2010 Math exam,
 - 72% of the self-contained students scored a level 1, 25% of these students scored a level 2, 3% of these students scored a level 3 and 0% of these students scored a level 4.
 - 22% of the ICT (formerly CTT) students scored a level 1, 56% of these students scored a level 2, 10% of these students scored a level 3 and 2% of these students scored a level 4.
 - 29% of the SETTS students scored a level 1, 57% of these students scored a level 2, 12% of these students scored a level 3 and 1% of these students scored a level 4.
 -

ELA

Over the past four years the raw scores have changed dramatically. In 2009 what was a level 2, became a level 1. This drop occurred across the board on all levels.

6th Grade ELA #/39 Points				7th Grade ELA #/41 Points				8th Grade ELA #/44 Points			
39	39	39	39	41	41	41	41	44	44	44	44
38	LEVEL 4		38	40	LEVEL 4		40	43	LEVEL 4		43
37	37	37	37	39	39	39	39	42	42	42	42
36	36	36	36	38	38	38	38	36	LEVEL 3		36
32	LEVEL 3		32	35	LEVEL 3		35	35	35	35	35
31	31	31	31	34	34	34	34	34	34	34	34
28	28	28	28	31	31	31	31	33	33	33	33
27	27	27	27	30	30	30	30	32	32	32	32
26	26	26	26	29	29	29	29	31	31	31	31
25	25	25	25	28	28	28	28	30	30	30	30
23	23	23	23	27	27	27	27	25	LEVEL 2		25
22	22	22	22	24	LEVEL 2		24	24	24	24	24
21	21	21	21	23	23	23	23	23	23	23	23
20	LEVEL 2		20	22	22	22	22	22	22	22	22
19	19	19	19	16	16	16	16	21	21	21	21
16	16	16	16	15	15	15	15	20	20	20	20
15	15	15	15	12	12	12	12	19	19	19	19
12	12	12	12	11	11	11	11	15	15	15	15
11	11	11	11	10	10	10	10	14	14	14	14
10	10	10	10	9	9	9	9	13	13	13	13
7	7	7	7	8	Level 1		8	12	12	12	12
6	LEVEL 1		6	7	7	7	7	11	LEVEL 1		11
2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010

The table below represents the score range for the sixth grade ELA. In 2007 a student needed to score 16 to get a Level 2, this fell to 11 in 2008 and 7 points in 2009. In 2010, the score needed for a Level 2 has almost quadrupled to 23.

ELA Levels Table 2007 - 2010

Grade	Level	2007		2008		2009		2010	
		Raw	%age	Raw	%age	Raw	%age	Raw	%age
Sixth Grade	Level 1	0 - 15	0 - 38%	0 - 10	0 - 26%	0 - 6	0 - 15%	0 - 22	0 - 56%
	Level 2	16 - 25	41 - 64%	11 - 27	28 - 69%	7 - 26	18 - 67%	23 - 31	59 - 79%
	Level 3	26 - 36	67 - 92%	28 - 36	72 - 92%	27 - 37	69 - 95%	32 - 37	82 - 95%
	Level 4	37 - 39	97 - 100%	37 - 39	97 - 100%	38 - 39	97 - 100%	38 - 39	97 - 100%

Sixth Grade

2010 Level Definitions	ELA Range #/39	Math Score Range #/49
Level 1, Below Standard	0 to 22	0 to 19
Level 2, Meets Basic Standard	23 to 31	20 to 34
Level 3, Meets Proficiency Standard	32 to 37	35 to 42
Level 4, Exceeds Proficiency Standard	38 to 39	43 to 49
2009 Level Definitions	ELA Range #/39	Math Score Range #/49
Level 1, Not Meeting Learning Standards	0 to 6	0 to 12
Level 2, Partially Meeting Learning Standards	7 to 26	13 to 23
Level 3, Meeting Learning Standards	27 to 37	24 to 42
Level 4, Meeting Learning Standards with Distinction	38 to 39	43 to 49

Seventh Grade

2010 Level Definitions	ELA Range #/41	Math Score Range #/50
Level 1, Below Standard	0 to 23	0 to 17
Level 2, Meets Basic Standard	24 to 34	18 to 30
Level 3, Meets Proficiency Standard	35 to 39	31 to 39
Level 4, Exceeds Proficiency Standard	40 to 41	40 to 50
2009 Level Definitions	ELA Range #/41	Math Score Range #/50
Level 1, Not Meeting Learning Standards	0 to 8	0 to 10
Level 2, Partially Meeting Learning Standards	9 to 27	11 to 21
Level 3, Meeting Learning Standards	28 to 39	22 to 42
Level 4, Meeting Learning Standards with Distinction	40 to 41	43 to 50

Eighth Grade			
2010 Level Definitions		ELA Range #/44	Math Score Range #/69
Level 1, Below Standard		0 to 23	0 to 22
Level 2, Meets Basic Standard		24 to 35	23 to 49
Level 3, Meets Proficiency Standard		36 to 42	50 to 63
Level 4, Exceeds Proficiency Standard		43 to 44	64 to 69
2009 Level Definitions		ELA Range #/44	Math Score Range #/69
Level 1, Not Meeting Learning Standards		0 to 12	0 to 14
Level 2, Partially Meeting Learning Standards		13 to 30	15 to 34
Level 3, Meeting Learning Standards		31 to 42	35 to 63
Level 4, Meeting Learning Standards with Distinction		43 to 44	64 to 69

Math

Over the past four years the raw scores have changed dramatically. In 2009 what was a level 2, became a level 1. This drop occurred across the board on all levels.

6th Grade Math #/49 Points				7th Grade Math #/50 Points				8th Grade Math #/69 Points					
49	49	49	49	50	50	50	50	69	69	69	69		
43	LEVEL 4			43	LEVEL 4			43	64	LEVEL 4			64
42	42	42	42	42	42	42	42	63	63	63	63		
35	35	35	35	41	41	41	41	62	62	62	62		
34	LEVEL 3			40	40	40	40	50	LEVEL 3			50	
33	33	33	33	39	39	39	39	49	49	49	49		
27	27	27	27	31	LEVEL 3			31	38	38	38	38	
26	26	26	26	30	30	30	30	37	37	37	37		
25	25	25	25	27	27	27	27	36	36	36	36		
24	24	24	24	26	26	26	26	35	35	35	35		
23	LEVEL 2			25	25	25	25	34	34	34	34		
20	20	20	20	20	20	20	20	23	23	23	23		
19	19	19	19	19	19	19	19	22	LEVEL 2			22	
18	18	18	18	18	18	18	18	20	20	20	20		
17	17	17	17	17	17	17	17	19	19	19	19		
16	16	16	16	16	LEVEL 2			16	18	18	18	18	
15	15	15	15	15	15	15	15	17	17	17	17		
14	14	14	14	14	14	14	14	16	16	16	16		
13	13	13	13	13	13	13	13	15	15	15	15		
12	12	12	12	12	12	12	12	14	14	14	14		
9	LEVEL 1			9	LEVEL 1			9	12	LEVEL 1			12
2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010		

The table below represents the score range for the sixth grade ELA. In 2007 a student needed to score 16 to get a Level 2, this fell to 13 in 2008 and stayed the same in 2009. In 2010, the score needed for a Level 2 has increased to 20.

Math Levels Table 2007 to 2010									
Grade	Level	2007		2008		2009		2010	
		Raw	%age	Raw	%age	Raw	%age	Raw	%age
Sixth Grade	Level 1	0 - 15	0 - 31%	0 - 12	0 - 24%	0 - 12	0 - 24%	0 - 19	0 - 39%
	Level 2	16 - 26	33 - 53%	13 - 24	27 - 49%	13 - 23	27 - 47%	20 - 34	41 - 69%
	Level 3	27 - 42	55 - 86%	25 - 42	51 - 86%	24 - 42	49 - 86%	35 - 42	71 - 86%
	Level 4	43 - 49	88 - 100%	43 - 49	88 - 100	43 - 49	88 - 100	43 - 49	88 - 100

Science – All general education students made AYP in science. Students with disabilities did not make AYP in the performance index. The data analysis indicated that 14% are in Level 1, 29% in Level 2, and 47% are on levels 3 and 4. We need to continue to provide additional support and practice in extended response type activities.

The data analysis for ELA and Math students with disabilities subgroup indicates that we need to continue to provide A.I.S. in Math and ELA.

As a **Restructuring (Advanced) Focused school**, M.S.226Q has demonstrated improvement in the area(s) and subgroup(s) for which it has been identified under **NCLB/SED** school improvement. To sustain this progress, we will continue to implement strategies that have proven to be successful. An analysis of the findings from the data resulted in the determination of the following priorities for MS 226.

- ✓ Improving student performance in literacy with an emphasis on further implementation of balanced literacy and addressing the needs of at-risk students with specific emphasis on Special Education and ELL students. Our professional development sessions, conducted by our UFT Teacher Center Specialist, school administrators, as well as other school personnel will reflect this need.
- ✓ Improving student performance in mathematics for all students with specific emphasis on Special Education and ELL students. Our professional development sessions, conducted by our UFT Teacher Center Specialist, school administrators, as well as other school personnel will reflect this need.
- ✓ Improving student performance in science for all students with specific emphasis on Special Education and ELL students. Our professional development sessions, conducted by our UFT Teacher Center Specialist, school administrators, as well as other school personnel will reflect this need.
- ✓ Improving home / school relationships in support of students' educational and emotional needs with special emphasis on parent involvement. Our informational sessions, conducted by our UFT Teacher Center Specialist, Parent Coordinator, school administrators, as well as other school personnel will reflect this need.
- ✓ Improving classroom instruction with a focus on differentiated instruction in all content areas. Our professional development sessions, conducted by our UFT Teacher Center Specialist, school administrators, as well as other school personnel will reflect this need.
- ✓ After reviewing our state and school data, it is evident that there needs to be a concentrated effort to move level 2 students to level 3 and level 3 students to level 4 on standardized tests. We also realize the need to move level 1 students to level 2 or higher. Our school administration, in collaboration with our testing coordinator / data specialist and UFT Teacher Center Specialist will work together in a cohesive manner using predictive tests, snapshots, formal and informal observations, demonstration lessons, professional development study groups, team teaching, mentoring as well as other indicators to give us the information and assist us in areas of improvement. In this way, teachers will be able to focus on these areas in mini lessons and small group instruction.

Our greatest accomplishments are:

- The school has established a community of learners that includes administrators, teachers, support staff and other staff who work collaboratively to support teaching and learning.
- Our academy structure (four learning communities) provides continuity for our students; common planning time for our teachers and opportunities, communication and collaboration for the administration and staff. Each academy has its own Assistant Principal, Guidance Counselor and academy director and remains housed on their own floors with a teacher resource center.
- Our professional development model, that is cyclical and differentiated, based on observations, surveys, student work, professional conversations and teacher evaluations, has helped us meet the needs of our teachers and students. Our UFT Teacher Center specialist plans and conducts professional development study groups based on the information on the school report card, as well as data that is received while he is in the classroom working with teachers, planning with teachers, planning with school administrators, and school surveys.

The most significant aids or barriers to the school's continuous improvement are as follows:

- Many inexperienced teachers working with our students with disabilities.
- An increase in the number of students with disabilities over the past three years.
- School zoning pattern was changed without coordinated school-based planning and support.
- As a result of our feeder patterns, our student population in grade 7 increases. Therefore there is less time to address the needs of those students.
- Teachers review data from a variety of sources, but must develop more skills in planning lessons to meet the needs of the children based on both formal and informal data.
- Incoming students do not have the foundation skills needed to effectively implement the middle school math curriculum.
- Our students need to use their own data to self-reflect and monitor their progress, thus enabling them to set their own goals.
- Data was not available in a timely fashion to inform instruction.

April 14-15, 2010 Quality Review: - Proficient

Some of the items noted by our quality reviewer are:

- ✓ The leadership and staff gather a wide range of relevant data in core subjects that provides significant information about the progress of individuals and groups of students, and enables them to make adjustments as needed.
- ✓ The school provides structured professional development for all staff and ensures that it is focused on new teachers and well linked to the goals of the school in order to improve teacher pedagogy and student performance.
- ✓ The school has excellent monitoring and evaluating structures that has resulted in suitable adjustments in instructional practices and organizational decisions.

The reviewer also noted that the school should:

- ✓ Provide consistent feedback to students and their families regarding students' progress towards the goals that include clear and specific reasons for their successes and precise steps for improvement.
- ✓ Strengthen opportunities to involve parents in the school in order to engage them in key decision making that will result in a shared commitment and ownership of the school's goals.
- ✓ Develop structures that enable teacher teams to share their successes across the school in order to expand the positive and significant work of the inquiry approach.
- ✓ Expand the use of data analysis to evaluate the effectiveness of professional collaborations and make adjustments to ensure coherence between curriculum, instruction and assessments.

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.

As a **Restructuring (Advanced) Focused school**, M.S.226Q has demonstrated improvement in the area(s) and subgroup(s) for which it has been identified under **NCLB/SED** school improvement. To sustain this progress, we will continue to implement strategies that have proven to be successful.

Goal #1: To raise student achievement in levels 3 & 4 by 5% in literacy for our special education, ELL and black or African American population across all grade levels by June, 2011. We will use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning goals. Progress in all subjects will be monitored and revised to meet the needs of groups of students and individual students.

Goal #2: To raise student achievement in Levels 3 & 4 by 5% in Math for our special education students by June, 2011. We will use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning goals. Progress in all subjects monitored and revised to meet the needs of groups of students and individual students.

Goal #3: To raise student achievement for grade 8 special education students and ELL students in levels 3 & 4 by 5% in Science by June, 2011. This will be based upon the 2011 NYS 8th Grade Science Performance Test.

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): Special Education – ELL - ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise student achievement in levels 3 & 4 by 5% in literacy for our special education, ELL and black or African American population across all grade levels by June, 2011. We will use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning goals. Progress in all subjects will be monitored and revised to meet the needs of groups of students and individual students. Although the NYS AYP target for 2009-2010 was met for Hispanic and Latino students, as well as, Asian or Native Hawaiian / other Pacific Islander students, it was not met for students with disabilities or Limited English Proficient (LEP). For our students with disabilities, the performance index was 119, the safe harbor target was 132 and the effective AMO was 148. For our Limited English Proficient (LEP) students, the performance index was 109, the safe harbor target was 143 and the effective AMO was 143. <i>Our goal is to use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning goals. Progress in all subjects will continue to be monitored and revised to meet the needs of groups of students, as well as, individual students. Professional development study groups will be conducted by our UFT Teacher Center specialist and our ELL teacher throughout the course of the year. In this way, our staff of educator will be able to work in a collaborative manner with regard to proven research-based techniques in dealing with ELL students.</i></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>	<ul style="list-style-type: none"> • Schedule professional development for Special Education ELLs and content teachers in data analysis and creating rubric-based tasks. Professional development will be offered at faculty meetings and professional development study groups. These professional development sessions will be offered before, during and after school, as well as on weekends. These sessions will be conducted by members of the school administration, UFT teacher center specialist, as well as outside supplemental educational resources. SES programs will be utilized for eligible students. • Special Education and ELL students will comprise at least 30% of our collaborative inquiry teams. Progress of this group will be closely monitored by the collaborative inquiry teams

	<p>throughout the year. Student work will also be checked for areas of strength and challenge. Research proven strategies will be used in order to build on students' strengths while also addressing their areas of challenge. In this way the monitoring of progress and the administration of prescriptives will be done in a timely fashion.</p> <ul style="list-style-type: none"> • Analyze and enhance instructional strategies to ensure success for the targeted subgroup. Strategies will include the use of all available data to differentiate instruction. Based on assessment data, both formal and informal, instructional strategies will be determined. These strategies will be modeled during professional development workshops, study groups, as well as in regular classroom settings. These research-proven strategies will be modeled by members of the administration, UFT teacher center specialist and Special Education teacher under the direction of the principal or her designee. • Provide collaborative planning time for study groups, & model lessons on a weekly basis. • Collaborate with CFN content area specialist to focus on targeted Special Education subgroup needs. • Fund Professional Development to enhance teachers' ability to use data for differentiation.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Conceptual Consolidation Personnel Services Special Education Classroom teachers - \$451,844 ESL Teacher- \$75,307 SBST-\$284,529 Paraprofessionals- \$403,281 Sapis Worker- \$84,900 Guidance/Social Workers- \$ 289,770 Professional Development-\$303,436 Inquiry Team- TBA</p> <p>Conceptual Consolidation OTPS Textbooks - \$31,136.00 Supplies - \$5,030.00 CFN Support - \$31,814.00 Staff Development- \$303,436.00</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>An improvement of at least 3% increased performance for Special Education students on each of the 4 interim assessments given during the 2010-2011 school year.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Special Education – Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise student achievement in Levels 3 & 4 by 5% in Math for our special education students by June, 2011. We will use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning goals. Progress in all subjects monitored and revised to meet the needs of groups of students and individual students. Although The New York State AYP Target for 2009-2010 was met for all students in all ethnicities, however we did not meet AYP for our students with disabilities. For our students with disabilities, the performance index was 123, the safe harbor target was 124 and the effective AMO was 128. <i>Our goal is to use interim checkpoints and data to inform lessons, improve curriculum, differentiate instruction and revise student learning goals. Progress in all subjects will continue to be monitored and revised to meet the needs of groups of students, as well as, individual students.</i></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>	<ul style="list-style-type: none"> • Schedule professional development for Special Education teachers and in data analysis and creating rubric-based tasks. Professional development will be offered at faculty meetings and study groups before, during and after school. The content of the professional development study groups will be determined by staff surveys, as well as prior assessments, both formal and informal. SES will be utilized for eligible students. • Special Education students will comprise at least 30% of the core inquiry team. Progress of this group will be closely monitored by the core inquiry team throughout the year. Our collaborative inquiry teams will be in constant contact with the Special Education teacher and the students' other classroom teachers. This will be done both in person and via the use of the M.S. 226 teacher input form. Student work will also be checked for areas of strength and challenge. Research proven strategies will be used in order to build on students' strengths while also addressing their areas of challenge. In this way the monitoring of progress and the administration of prescriptives will be done in a timely fashion. • Analyze and enhance instructional strategies to ensure success for the targeted subgroup.

	<p>Strategies will include the use of all available data to differentiate instruction. The model lessons which will model strategies and skills will take place during professional development workshops, study groups as well as in the regular classroom setting. The principal, assistant principals, UFT teacher center specialist as well as classroom teachers will lead these professional development workshops and study groups. In this way we will build autonomy and capacity in the school.</p> <ul style="list-style-type: none"> • Provide collaborative planning time for department meetings, study groups, & model lessons on a weekly basis. Collaborative planning time will be organized accordingly to the teachers' schedules, grade, academy and curriculum. Examples of the collaborative planning that will take place are those dealing with collaborative team teaching and core knowledge. These sessions will be lead by the UFT teacher center specialist under the direction of the principal or assistant principal. • Collaborate with CFN content area specialist to focus on targeted Special Education subgroup needs. • Fund Professional Development to enhance teachers' ability to use data for differentiation. • The principal will be kept abreast of all of these above-mentioned study groups, professional development workshops and collaborative planning sessions via the use of agenda and supplemental hand-outs. The principal and assistant principals will attend and have direct input into the content, strategies and skills that are dealt with at all of the above-mentioned sessions. <p>"F" Status Math expert (if funding permits)</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Special Education Classroom teachers - \$1,355,526 ESL Teacher- \$75,307 SBST-\$143,084 Paraprofessionals- \$389,182 Sapis Worker- \$84,900 Guidance/Social Workers- \$ 287,310 Professional Development-\$40,310 Inquiry Team- \$8,300 Conceptual Consolidation OTPS Textbooks - \$31,136.00 Supplies - \$71,601 CFN Support - \$31,814.00 Staff Development- \$174,135</p>

Indicators of Interim Progress and/or Accomplishment

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

An improvement of at least 3% increased performance for Special Education students on each of the 4 interim assessments given during the 2010-2011 school year.

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): Science – Special Education – Grade 8

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise student achievement for grade 8 special education students and ELL students in levels 3 & 4 by 5% in Science by June, 2011. This will be based upon the 2011 NYS 8th Grade Science Performance Test. M.S. 226 reached and/or exceeded the State Standard for performance objective in science based upon the 2010 NYS 8th grade science exam. However, we did not meet the State Standard for this assessment for students with disabilities. Therefore, our goal is to raise student achievement in levels 3 & 4 by 5% in Science for grade 8 SWD (Students With Disabilities) by June 2011. Our performance index was 81, while the progress target and State Standard was 100. For 2010-2011 the progress target has been adjusted to 82.</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>	<ul style="list-style-type: none"> • Schedule professional development for Special Education and content teachers in data analysis and creating rubric-based tasks. Professional development will be offered at faculty meetings and study groups. These professional development sessions will be offered before, during and after school. These sessions will be conducted by members of the school administration, UFT teacher center specialist, as well as outside supplemental educational resources. • Special Education students will comprise at least 30% of the core inquiry team. Progress of this group will be closely monitored by the core inquiry team throughout the year. The core inquiry team will meet on a regular basis. The collaborative inquiry teams will be in constant contact with the Special Education teacher and the students' other classroom teachers. This will be done both in person and via the use of the M.S. 226 teacher input form. Student work will also be checked for areas of strength and challenge. Research proven strategies will be used in order to build on students' strengths while also addressing their areas of challenge. In this way the monitoring of progress and the administration of prescriptives will be done in a timely fashion. • Analyze and enhance instructional strategies to ensure success for the targeted subgroup. Strategies will include the use of all available data to differentiate instruction. Based on

	<p>assessment data, both formal and informal, instructional strategies will be determined. These strategies will be modeled during professional development workshops, study groups, as well as in regular classroom settings. These research-proven strategies will be modeled by members of the administration, UFT teacher center specialist and Special Education teacher under the direction of the principal or her designee.</p> <ul style="list-style-type: none"> • Provide collaborative planning time for study groups, & model lessons on a weekly basis. • Collaborate with CFN content area specialist to focus on targeted Special Education subgroup needs. • Fund Professional Development to enhance teachers' ability to use data for differentiation.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Conceptual Consolidation Personnel Services Science Classroom teachers - \$1,355,526 SBST-\$143,084 Paraprofessionals- \$389,182 Sapis Worker- \$84,900 Guidance/Social Workers- \$ 287,310 Professional Development-\$40,310 Inquiry Team- \$8,300 Conceptual Consolidation OTPS Textbooks - \$31,136.00 Supplies - \$71,601 CFN Support - \$31,814.00 Staff Development- \$174,135</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>An improvement of at least 3% increased performance for Special Education students on each of the 4 interim assessments given during the 2010-2011 school year.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM - TBA

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	74	30	0	0	10	5	3	0
7	147	40	0	0	15	5	3	0
8	225	12	0	0	15	5	3	0
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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: AIS Grades 6,7,8	READ 180 Extended Day Push-in Program (Level 1, including Ells scoring below proficiency on NYSESLAT, General Ed., Special Ed.) <ul style="list-style-type: none"> • Frequency Based on Needs • Skill Driven ACHIEVE 3000 (Level 1 students ELLs scoring below proficiency on NYSESLAT and special education)
Mathematics: AIS Grades 6, 7, 8	School Day (Level 1, including Ells scoring below proficiency on NYSESLAT and Sp. Ed.) <ul style="list-style-type: none"> • In identified schools Frequency according to need Ells scoring below proficiency on NYSESLAT, General Ed., Special Ed. <ul style="list-style-type: none"> • Frequency Based on Needs Skill Driven ACHIEVE 3000 (Level 1 ELLs scoring below proficiency on NYSESLAT and special education, based upon funding)
Science: Grade 8	<ul style="list-style-type: none"> • Extended Day After-school Academy (Level 1, including Ells scoring below proficiency on NYSESLAT, General Ed., Special Ed.) • Skills Driven • Summer School Grade 8 (Levels 1, including Ell's scoring below proficiency on NYSESLAT, General Ed., Special Ed. • Small Group Instruction • Frequency Based on Assessed Needs A 5 th teaching period
Social Studies: Grade 8	<ul style="list-style-type: none"> • Extended Day After-school Academy (Levels 1 and 2, including Ells scoring below proficiency on NYSESLAT, General Ed., and Special Ed.) • Skills Driven • Summer School Grade 8 (Levels 1, including Ell's scoring below proficiency on NYSESLAT, General Ed., Special Ed. • Small Group Instruction • Frequency Based on Assessed Needs • Classroom Inc.

	+A 5 th teaching period
At-risk Services Provided by the Guidance Counselor:	<p>Guidance Counselor Intervention</p> <ul style="list-style-type: none"> • Group and Individual Counseling • Needs Based • Students not Meeting Promotional/Performance Standards • Students Experiencing Behavioral/Emotional/Family Issues Negatively Impacting on Learning • Referrals to Supportive Agencies (Partnership with Children program) <p>At Risk Resource Room</p> <ul style="list-style-type: none"> • SETSS Teacher Identifies and Supports non-mandated students • Small Group Instruction <p>Frequency Based on Needs</p> <p>Conflict Resolution Program</p>
At-risk Services Provided by the School Psychologist:	Identifies and supports non-mandated students who are not meeting Promotional/Performance Standards and students who are experiencing behavioral/emotional or family issues negatively impacting on learning. Also assists with referrals to supportive agencies. These services will be provided individually or in small groups during the school day.
At-risk Services Provided by the Social Worker:	Identifies and supports non-mandated students who are not meeting Promotional/Performance Standards and students who are experiencing behavioral/emotional or family issues negatively impacting on learning. Also assists with referrals to supportive agencies. These services will be provided individually or in small groups during the school day.
At-risk Health-related Services:	<p>Attendance Intervention</p> <ul style="list-style-type: none"> • Monitor Attendance of At Risk Students (Less than 90% attendance) • Conducts Needed Outreach Services • Family Counseling • Attendance Teacher • Attendance Coordinator at Every District • Referrals to Supportive Agencies <p>In School Suspension (SAVE Room)</p> <ul style="list-style-type: none"> • Frequency Based on Needs • Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs. • Counseling <p>Drug and Violence Prevention Program with SAPIS</p> <ul style="list-style-type: none"> • Emotional, Health and Social Counseling

- | | |
|--|---|
| | <ul style="list-style-type: none">• Trained SAPIS Worker Referrals to Supportive Agencies |
|--|---|

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

NCLB/SED requirement for all schools

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

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, and 8 Number of Students to be Served: 68 LEP _____ Non-LEP _____

Number of Teachers one Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under

Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: MS 226Q BEDS Code: 342700010226

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The parent coordinator has assessed parents during the monthly parent meetings and workshops. The process is done through the use of surveys, discussions and language surveys.

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

The need for Spanish and Bengali translators at these activities is a crucial component needed. Middle School 226's Leadership Team and Parents' Association shared the results of parent surveys during our monthly meetings.

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.

Secretary/School Aide will receive per session pay to translate any correspondence needed for the parents.

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.

M.S. 226Q has staff members who are accessible to translate as needed. Staff members who speak Spanish, Urdu and Punjabi are utilized for translation purposes as needed. Outside interpreters are also hired for testing purposes.

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>.

Parent Coordinator will conduct needs and progress assessments during the monthly parent meetings and workshops. Postage and paper was also purchased for school-wide mailing purposes.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
2. Enter the anticipated Title I, Part A allocation for 2010-11:	\$806,193.00	\$44,885.00	\$851,078.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,062.00	\$449.00	\$859,589.00
2. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$40,360.00	*	
2. Enter the anticipated 10% set-aside for Professional Development:	\$80,620.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Four of the five teachers that have been classified as not highly qualified were processed through HOUSSE and submitted all required documentation to SED. The fifth teacher no longer works at M.S. 226. 1

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

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

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

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

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

Attached, please find a copy of the **Title I School-Parent Compact Framework**, which allows the school and parents to work cooperatively in order to provide for the successful education of their children.

Attached, please find a copy of the **PARENTAL INVOLVEMENT POLICY**, which allows the school and parents to work cooperatively in order to provide for the successful education of their children.

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.

4. **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.**
M.S. 226Q will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

M.S. 226 will use disaggregated student results on New York State assessments Grades 6, 7 & 8, Annual School Report Card, NCLB Accountability Report, Department of Education Quality Review, Department of Education Progress Reports, Department of Education Formative Assessments, Learning Directions tracking system, ATS Exams Report, School-wide program assessments, DAA/DSS Reports, Surveys, Questionnaires, Item Skills Analysis, Observations, Teacher/Staff feedback, Parent feedback, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

2. School-wide reform strategies that:

- a) **Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**
b) **Use effective methods and instructional strategies that are based on scientifically-based research that:**
- **Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.**
 - **Help provide an enriched and accelerated curriculum.**
 - **Meet the educational needs of historically underserved populations.**
 - **Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.**
 - **Are consistent with and are designed to implement State and local improvement, if any.**

As a School-wide Program school, M.S. 226Q, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:

- a. Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- b. Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- c. The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in mathematics, science, and social studies.
- d. Implementation of the New Continuum.
- e. Opportunities for applied learning.
- f. The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- g. The use of culturally balanced instructional programs and materials.
- h. Effective use of technology to support instruction and student learning.
- i. Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.
- j. All school-wide reform strategies being implemented in M.S. 226Q are designed to implement the District Comprehensive Educational Plan.

3. Instruction by highly qualified staff.

All teachers hired in M.S. 226Q for the 2010-2011 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional certificates, including NYC Teaching Fellows, Teach for American corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

All teachers in M.S. 226Q are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

M.S. 226Q provides extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building.

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.**

Our Professional development model for staff will be coordinated in M.S. 226 by a Professional Development Team, which includes the Principal, Assistant Principals, Core Knowledge Coordinator, Data Specialist and Teacher Center Specialist. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Our Professional development model will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

Administrators will participate in all school-based professional development activities, and will also be supported by the Children's First Network (CFN) to strengthen the following:

- **Instructional leadership**
- **Time management**
- **Launching instructional initiatives**
- **Uses of technology in carrying out administrative duties – e-mail, excel, etc.**
- **Data analysis and using data**
- **Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.**

Training for parents and community members will include:

- **Support for parents' understanding of, and participation in instructional initiatives**
- **Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.)**
- **Parent Coordinator workshops**
- **Learning Leaders Parent Volunteer Program**
- **Support for increased parent participation on the School Leadership Team and subcommittees**
- **Family support resources in the community in the areas of career development, health, social services, etc.**

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

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

Beginning in the spring of 2011 and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the District. The School will work closely with the Central DOE Office of Recruitment and Professional Development and the Human Resource division from the N.Y.C. D.O.E. (ISC's) to obtain the services of qualified teachers.

M.S. 226 will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms

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

M.S. 226, will describe the implementation of strategies in its CEP to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, each school will hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, M.S. 226 will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

Additional support for M.S. 226_ will be provided by the Children's First Network (CFN) and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement.

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

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

Teachers will be engaged in ongoing discussions and decision-making processes with M. S. 226 and the Children's First Network (CFN) regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.

M.S. 226 will use disaggregated State assessments Grades 6, 7 & 8, benchmark assessments, the Department of Education Formative Assessments, the Department of Education Quality Review, the Department of Education Progress Report and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Level 1 on State assessments, or deemed to be at risk for not meeting promotional standards.

- **READ 180 –Continue to implement READ 180. The focus for READ 180 will be the “at risk” students who are targeted to receive pull-out reading intervention services.**
- **37-1/2 minutes – tutorial for levels 1 & 2 students.**

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

The Children’s First Network (CFN) will work closely with the school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School-wide Program.

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

Explanation/Background:

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

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

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

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

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

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

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (<input checked="" type="checkbox"/>) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal		X		\$677,151.00	X	
Title I, Part A (ARRA)	Federal		X		\$44,436.00	X	
Title II, Part A	Federal			X			
Title III, Part A	Federal		X		TBD		
Title IV	Federal			X			
IDEA	Federal						
Tax Levy	Local		X		\$5,538,785.00	X	

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

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

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

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – N/A

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

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2010-11 school year, please include the findings from that process in your response for this section.

The School's findings after a comprehensive review of the school's performance data follow:

- **The ELL and Special Education instructional staff and program lacked rigor and focus.**
- **As a result of a decrease in our school budget, we were unable to provide additional A.I.S. support staff to address the needs of our students.**
- **Many inexperienced teachers working with our students with disabilities.**
- **Many ATS reports contain inaccurate data and have incorrectly identified students in sub-groups.**
- **An increase in the number of students with disabilities over the past three years.**
- **School zoning pattern was changed without coordinated school-based planning and support.**
- **As a result of our feeder patterns, our student population in grade 7 increases. Therefore there is less time to address the needs of those students.**
- **There was a lack of benchmark assessments used to track student growth.**
- **The school has not met the New York City Attendance rate goal of 95%. Our highest daily cumulative attendance rate is 97.4%**
- **Teachers have not mastered the strategies needed to implement differentiated instruction.**
- **Teachers review data from a variety of sources, but must develop more skills in planning lessons to meet the needs of the children based on the data.**
- **Incoming students do not have the foundation skills needed to effectively implement the middle school math curriculum.**
- **Our teachers are using data for instruction and have begun to use this data when planning instruction and for self-reflection. They need to continue this self-reflection order to set their own personal goals for professional growth.**

- **Our students need to use their own data to self-reflect and monitor their progress, thus enabling them to set their own goals.**
- **A change in the identification labels for special education students has impacted on the classroom instruction.**
- **Data was not available in a timely fashion to inform instruction.**

2. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school's findings of the specific academic issues that caused the school to be identified.

- **Schedule professional development for ELA teachers in data analysis and creating rubric-based tasks. Professional development will be offered at faculty meetings and study groups.**
- **Analyze and enhance instructional strategies to ensure success for the targeted ELA students. Strategies will include the use of all available data to differentiate instruction.**
- **Provide collaborative planning time for department meetings, study groups, & model lessons on a weekly basis.**
- **Collaborate with LSO content area specialist to focus on targeted students' needs.**
- **Fund Professional Development to enhance teachers' ability to use data for differentiation.**
- **Schedule professional development in data analysis and creating rubric-based tasks for all Math teachers. Professional development will be offered at faculty meetings, study groups and after school sessions.**
- **Analyze and enhance instructional strategies to ensure success for the targeted subgroup. Teachers will use data to differentiate instruction.**
- **Professional development will concentrate on understanding data and differentiation of instruction in order to support teachers, so that they may better meet the needs of their students.**
- **Fund Professional Development using Title I corrective Action monies, as well as C4E funding.**
- **Hire "F" status Math experts to provide additional A.I.S. and professional development services (if funding permits).**
- **Provide inter-visitations and model lessons to enhance Math Instruction.**
- **Schedule professional development for ELL teachers and content teachers who teach ELL students in data analysis and creating rubric-based tasks. Professional development will be offered at faculty meetings and study groups.**
- **ELL students will comprise at least 30% of the core inquiry team. Progress of this group will be closely monitored by the core inquiry team throughout the year.**
- **Analyze and enhance instructional strategies to ensure success for the targeted subgroup. Strategies will include the use of all available data to differentiate instruction.**
- **Extend Title III after school program to four days a week.**
- **Collaborate with CFN's content area specialist to focus on targeted ELL subgroup needs.**
- **ELLIS will be offered four days a week to selected students in the ELL subgroup.**
- **READ 180 will be used as an additional strategy/tool for intermediate and advanced students.**
- **Schedule professional development for Special Education teachers and in data analysis and creating rubric-based tasks. Professional development will be offered at faculty meetings and study groups.**

- **Special Education students will comprise at least 30% of the collaborative inquiry team. Progress of this group will be closely monitored by the collaborative inquiry team throughout the year.**
- **Analyze and enhance instructional strategies to ensure success for the targeted subgroup. Strategies will include the use of all available data to differentiate instruction.**
- **Collaborate with CFN's content area specialist to focus on targeted Special Education subgroup needs.**
- **Schedule professional development in data analysis and creating rubric-based tasks for all Special Education Math teachers. Professional development will be offered at faculty meetings, study groups and after school sessions.**

3. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

10% of the Title I funds will be allocated towards our Teacher Center Specialist/Literacy Coach.

All planned professional development will reflect the National Professional Development Standards and include the following:

- **A focus on academic performance (in the areas identified for improvement – ELA and Math)**
- **Evidence of a strong match between identified academic needs and the professional development to be provided**
- **Professional development will be delivered by highly qualified personnel**
- **Concentrated, focused professional development that is intense and sustained rather than episodic**
- **Professional development which provides opportunities for reflection, practice, formal feedback and re-teaching**
- **Professional Development is provided for our teachers who work in AIS after school program for our students**
- **Professional Development is provided as a (per session) activity.**
- **Monthly CFN's Conferences**
- **Monthly Principals' Cohort Meetings**
- **Targeted Differentiated Professional Development**
- **Mathematics Support using Technology: Technology support for computer software that is available in Math will target teacher and student needs for strategic improvement.**
- **M.S. 226 Professional Development Team – assist in developing, facilitating and presenting all building Professional Development, as well as Saturday Seminars and study groups. This will be a joint team effort with the UFT Teacher Center Specialist, school administrators, as well as other staff members.**
- **Acuity Data Training**
- **Monthly CFN Professional Development in all content areas as interest and needs indicate. Content specialists from the LSO, specifically CFN 301, will visit the school and provide support and assistance as requested.**
- **Professional development is also spearheaded from the Office of School Improvement and from other central NYC DOE offices.**
- **The Common Core State Standards (CCSS) will be rolled out this year at MS 226. The staff will be introduced to these standards and work with them so as to become comfortable with them and allow for ease in transitioning from the NYS standards to the CCSS. These professional development study groups and presentations will allow for collegiality and cohesiveness amongst the staff so as to ensure that our students are well prepared for college and career.**

• **Highly qualified professional development is provided for teachers, paraprofessionals, staff members, administrators and parents as part of an overall plan for our school. This offers substantial promise of improving educational achievement and closing the achievement gap for our students. All constituencies of the school building are encouraged to attend these professional development sessions and incorporate them into regular teaching practice.**

We continue to implement the strategies identified in our Restructuring Plan to address needs of student subgroups (i.e., students with disabilities, Black / African American students, English Language Learners, etc) identified by NCLB/SED

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

An extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for M.S. 226. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/Alternate Certification Teachers. The program will include, but not be limited to:

- a. Classroom teachers
- b. Site-based staff developers (coaches, staff developers, etc.)
- c. The UFT Teacher Center specialist, with the assistance of the administration of the school building, will serve in the capacity of mentor for the new staff members.
- d. Consultants (Bascom, C.I.T.E, etc. if funding permits)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

In accordance with NCLB requirements the school will send to all parents / guardians written notification of the school's identification as a Title I Corrective Action school. This letter, based on a **sample parent notification letter provided by the Central DOE, describes:**

- The meaning of this identification and the specific area(s) for which the school was identified;
- The measures the school is taking to improve student achievement in the area(s) of identification;
- The assistance the school will receive from the District;
- The ways parents can become involved in the school's improvement; and
- Parental options regarding School Choice and SES

The actual letter is included as an addendum.

This correspondence, provided in English, as well as in the prevalent home languages (Spanish) of students and their parents, will be disseminated to all parents during the school year, as well as to parents of new students during pre-registration counseling.

Based upon the LEA's and school's needs assessment (including a review of disaggregated student achievement data), describe the corrective action(s) to be taken. The description will explain:

- **Why the particular Corrective Action was chosen and how each action will address the needs of the school.**
- **(Note: For Second Year Title I Corrective Action Schools include reasons for continued Corrective Action Status);**
- **How and when the Corrective Action will be implemented;**
- **What the expected outcome will be; and**
- **What technical assistance will be provided, who will provide the technical assistance, and the technical assistance timeline.**

LEP students who have not met the performance standard in ELA will be focusing on

- The use of graphic organizers to simplify and organize information.
- Vocabulary development where by word meaning would be determined through the use of context clues.
- Identify the main idea.
- Drawing conclusions and making inferences.

Writing component:

- The planning and writing of five paragraphs essays would be modeled through the use of the 4 square graphic organizers.
- Emphasis would be placed on the mechanics of writing – sentence structure grammar, spelling, usage and punctuation.

LEP students with disabilities would have:

- Needs addressed on a one-on-one basis.
- Activities would be modeled.
- Differentiated Instruction.
- Use of repetition.
- Simplification of instructions.
- Paraphrasing.
- Peer tutoring.
- Tutorial sessions.

This information has been and will be repeatedly shared at PTA/PA meetings. Parents will be regularly informed of the impact of corrective actions taken on improving student achievement through regular progress reporting at PTA/PA meetings and in parent newsletters. Translators will be available at all school-based parent meetings to ensure comprehension by non-English speaking parents, and translated versions of all written information to parents will be provided.

A PTA meeting will be scheduled, at the start of the school year, with the sole purpose of explaining the status, implications, mandates and strategies employed by the school to address the areas of identification.

Letters will be distributed and/or a meeting convened on the Open School Night explaining the school's status. Parent questions will be answered and addressed on this night.

An agenda item for discussion will be addressed at one of the first School Leadership Team (SLT) meetings to be held during the school year. Other strategies to inform parents that will involve will be determined at that SLT meeting.

In addition, this information has been and will be repeatedly shared at PTA/PA meetings. Parents will be regularly informed of the impact of corrective actions taken on improving student achievement through regular progress reporting at PTA/PA meetings and in parent newsletters. Translators will be available at all school-based parent meetings to ensure comprehension by non-English speaking parents, and translated versions of all written information to parents will be provided.

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Letters will be distributed and/or a meeting convened on the Open School Night explaining the school's status. Parent questions will be answered and addressed on this night.

An agenda item for discussion will be addressed at one of the first School Leadership Team (SLT) meetings to be held during the school year. Other strategies to inform parents that will involve will be determined at that SLT meeting.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) N/A

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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.)

At the time this report was written, there are 17 students in temporary housing who attend M.S. 226.

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

M.S 226 students in temporary housing will be provided with an academy uniform, as well as other materials to ensure academic success.

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

Virgil I. Grissom Middle School 226

121-10 Rockaway Boulevard South Ozone Park, New York 11420
718/843-2260 – 718/843-2261 – FAX 718/835-6317

Rushell White, Principal I.A.

Assistant Principals

David Possner
James Randall

Nancy O'Dwyer
Monica Murphy

2010/2011

Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

M.S. 226 will:	The Parent/Guardian will:
<p>M.S. 226, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.</p> <p>M.S. 226 will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows: <p>Through the establishment and continuation of holding high expectations for students M.S.226 will foster a learning environment that ensures equity and excellence for students. A rigorous,</p>	<p>Describe the ways in which parents will support their children's learning, such as:</p> <ul style="list-style-type: none"> • Promoting positive use of my child's extracurricular time • Monitoring attendance • Making sure that homework is completed • Monitoring amount of television their children watch • Volunteering in my child's classroom • Participating as appropriate, in decisions relating to my children's education. • Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. • Serving, to the extent possible, on policy advisory groups, such as <ul style="list-style-type: none"> being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

integrated and standards-driven system of curriculum, instruction and assessment will help to provide the organizational structure the students need for success. Developments of partnerships with parents, businesses and communities will help to extend opportunities for learning. These concepts in unison with continuous progress and a continuity of caring will create a spirited learning environment to help all children meet the challenges of the future.

- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:

These conferences will be held at the end of each marking period. Parents will have the option of conferring with their child's teacher during the afternoon or the evening. These conferences will occur the week after report cards are distributed. Furthermore, the staff will be available to conference with parents upon appointment throughout the semester. These conferences may occur in person or over the telephone per the convenience of the parent.

- Provide parents with frequent reports on their children's progress.

Parents will receive phone calls from teachers based on student progress. Parents will also receive progress reports on a quarterly basis. Teachers will set up meetings with parents to discuss any immediate interventions which need to take place.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
Teachers and administration at M.S. 226 will be in communication with parent/guardians in a number of ways. Parents will be notified at the onset of the school year with information regarding parent/teacher conferences and important events. Parents will be given the opportunity to meet with their child's classroom teacher

- Talking with child about his/her school activities everyday.
- Communicating positive values and character traits, such as respect, hard work and responsibility.
- Respecting the cultural differences of others.
- Helping my child accept consequences for negative behavior.
- Being aware of and following the rules and regulations of the school and district.
- Supporting the school's discipline policy.

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

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Come to school with all the necessary tools of learning – pens, pencils, books, etc.
- Listen and follow directions.
- Participate in class discussions and activities.
- Be honest and respect the rights of others.
- Follow the school's class' rules of conduct.
- Follow the school's dress code.
- Ask for help when I don't understand.
- Study for tests and assignments.
- Use the library to get information and to find books that I enjoy reading.

three times a year at the parent/teacher conferences. This will coincide with the issuing of report cards and will occur both in the afternoon and the evening. Teachers will also be available to speak with during PA meetings and by appointment throughout the year.

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

M.S. 226 will foster parental involvement in regular and meaningful communication involving student academic learning. This will include ensuring that parents play an integral role in assisting in their child's learning, that parents are encouraged to be actively involved in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. The school will help to provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities in accessing information in an understandable format.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

Virgil I. Grissom Middle School 226

121-10 Rockaway Boulevard South Ozone Park, New York 11420
718/843-2260 – 718/843-2261 – FAX 718/835-6317

Rushell White, Principal I.A.

Assistant Principals

David Possner
James Randall

Nancy O'Dwyer
Monica Murphy

Statement of Parent Policy

2010-2011

M.S. 226Q is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in school. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, progress reports, report cards, parent conferences, as well as new information on topics like school choice, and the CCSS (Common Core State Standards). Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school-related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will work to assist parents in having meaningful roles in the school decision-making process during school celebrations, PA meetings, SLT (School Leadership Team) conferences. The school will provide parents with training and information so they can make the most of these opportunities.
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of **Students with Disabilities (SWD)/Professional Development** District monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children. Additional accommodations will be made for parents with disabilities so that they can attend meetings and benefit from these positive experiences as well.

Annual Evaluation of the Parent Involvement Policy

- Through the efforts of the Parent Coordinator and the PA President with District support, an outreach will be made to parents of students in temporary housing (SLH) so that these families will be involved in all parent/school activities. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration. Parents will be invited to attend culminating celebrations marking their child's success at the school.

- Student of the month, as well as Perfect Attendance Recognition celebrations will be held in conjunction with PA meetings and an Honors Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, newsletters, the automated phone messaging system, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school conferences.
- The school calendar will be disseminated each month to all parents, one week before the start of the month.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Monthly professional development for parents provided by district parent coordinators, as well as the UFT Teacher Center Specialist, school administrators, teachers, as well as other staff members. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families, as well as ways to strengthen the school – home connection.

Professional Development is provided by professionals at monthly PA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: District monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 226 Virgil I. Grissom					
District:	27	DBN:	27Q226	School		342700010226

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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		90.1	92.3	91.3
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		92.6	91.4	88.4
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	402	409	415	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	581	478	519		58.3	73.2	73.2
Grade 8	621	580	523				
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		12	35	31
Grade 12	0	0	0				
Ungraded	5	6	2	Recent Immigrants - Total Number:			
Total	1609	1473	1459	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					20	15	24

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	115	121	116	Principal Suspensions	94	183	35
# in Collaborative Team Teaching (CTT) Classes	61	54	63	Superintendent Suspensions	23	21	7
Number all others	117	98	95				

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	112	112	107
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	19	13
# receiving ESL services only	41	66	TBD				
# ELLs with IEPs	6	16	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	7	5	13

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
	12	6	60	% fully licensed & permanently assigned to this school	100.0	100.0	95.7
				% more than 2 years teaching in this school	71.4	78.6	87.8
				% more than 5 years teaching anywhere	65.2	73.2	84.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	86.0	88.8
American Indian or Alaska Native	0.5	0.6	1.5	% core classes taught by "highly qualified" teachers	98.1	97.5	92.2
Black or African American	48.0	43.8	40.9				
Hispanic or Latino	19.1	22.3	24.7				
Asian or Native Hawaiian/Other Pacific	31.1	32.2	31.7				
White	1.1	1.0	1.0				
Male	51.4	52.1	51.8				
Female	48.6	47.9	48.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	36.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	4.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	6.9	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	23.4		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

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

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

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

**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	District 27	School Number 226	School Name Virgil I Grisom
Principal Rushell S. White		Assistant Principal Nancy O'Dwyer	
Coach Ira Faber		Coach	
Teacher/Subject Area Rasheeda Mohammed-ESL		Guidance Counselor Helmuth Morales	
Teacher/Subject Area N/A		Parent Tarnika Alderman	
Teacher/Subject Area N/A		Parent Coordinator Claudia Bethea	
Related Service Provider N/A		Other Anita Skop	
Network Leader Joanne Brucella		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1487	Total Number of ELLs	68	ELLs as Share of Total Student Population (%)	4.57%
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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.

1. For initial identification the pupil accounting secretary screens the parent/student to determine dominant language. The parent is then given the Home Language Identification Survey in the appropriate language to be completed. ESL teacher then examines the HLS and determines whether or not a language other than English is spoken. If another language is spoken, the ESL teacher administers the LABR in listening reading and writing. The LABR is hand scored and the proficiency level is determined. If the level is beginning or intermediate, the child is serviced eight times per week. If the level is advanced, the child is serviced four times per week, for the duration of the school year. Handscores are later verified via the ATS RLAT report. The LABR is administered within ten(10) business days.
If a Spanish speaking student fails the LABR, he or she is given the Spanish LAB.
Steps taken to annually assess these students- All ESL students are tested with the NYSESLAT in all four modalities in order to afford them the opportunity to test out of the program or move to a higher level. We also use this NYSESLAT report to analyze and evaluate data on the modalities of listening, speaking, reading, and writing for each ELL to determine the proper differentiated instruction. In addition, interim assessments and classroom assessments are analyzed in collaborative teams. This analysis then drives instruction.
2. Twice a year in October and February, or as the situation demands, the school conducts a parent orientation meeting in order to familiarize parents with the initial screening process and the program (s) available. Parents are shown a video in their home language describing the programs (s) available and are given the opportunity to ask questions. Whenever possible translators are utilized to speak to the parents. After the video, a selection form is completed by the parent in their home language. A brochure in their dominant language is disseminated to the parents, supplied by the DOE. They also receive a formal placement letter in their language indicating the program in which their child is placed.
3. Continued Entitlement Letters of ELLs already in the system are distributed to the parents at the beginning of the school year. Selection Form Letters are completed and handed in at the Parent Orientation Meeting. If the parent does not attend the meeting, the packet is sent home with a follow up phone call with the instructions. Upon completion of the selection form, it is then attached to the child's HLIS, and placed in the CUM folder.
4. See above.
5. After reviewing the Parent Surveys and Program Selection over the past few years the trends show that parents are requesting ESL services.
6. Programs are aligned with parent request.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	41	Special Education	3
SIFE	2	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	15

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	41	1	1	7	1	0	15	0	2	63
Total	41	1	1	7	1	0	15	0	2	63

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): N/A

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-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							16	11	12					39
Chinese														0
Russian														0
Bengali							0	5	3					8
Urdu							2	1	1					4
Arabic							0	2	1					3
Haitian							1	1	1					3
French							0	0	2					2
Korean														0
Punjabi							1	3	1					5
Polish														0
Albanian														0
Other							1	0	3					4
TOTAL	0	0	0	0	0	0	21	23	24	0	0	0	0	68

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.

1. Pull-Out; Homogeneous
2. NYSESLAT and LAB-R Scores are used to determine the proficiency levels. ESL classes are accommodated by grade and proficiency levels.
 - a) In keeping with the Commissioner's Regulations Part 154, which deals with the apportionment and services for pupils with Limited English Proficiency.
 - Beginning level students receive 360 minutes of ESL instruction per week.
 - Intermediate level students receive 360 minutes of ESL instruction per week.
 - Advanced level students receive 180 minutes of ESL instruction per week.
3. Teaching practices focus on the Literacy, Math, Science and Social Studies Prototypes. The Cognitive Academic Language Learning

Approach (CALLA) integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. Oral and written skills development is integral to this contextual based approach in which students share what they have learned. The strategies utilized include cognitive, meta-cognitive and affective strategies by infusing language development through the content areas in accordance with the research of A. Chamot and M. O'Malley. There is a strong focus, too, on vocabulary. Scaffolding and differentiated instructional techniques are widely implemented. We consistently model required tasks, and students' prior knowledge is incorporated.

If funding permits, the following will be done for mathematics. Building mathematics problem solving skills relies heavily on reading comprehension. ELL students will focus on literacy to assess the type of computational skill needed to solve the problem out of what they have studied. Writing tasks will provide a guided answer format that will simulate that of the NYSESLAT assessment exam. Familiarity with the structure of the exam will lessen the anxiety that such testing situations can often create. Pairing students to ask and respond to scripted questions will give students individualized instruction in a less threatening or obvious way. Pairing and small group interaction is critical to raising the proficiency of English learners who are mainstreamed into an English only general academic environment. Information related to curriculum appropriate material would be gathered from the variety of assessments used.

4. A) Our S.I.F.E. students and newcomers receive B.I.C.S. (Basic Interpersonal Communication Skills) instruction. This instruction is often referred to as "survival English". It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context. This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on context to aid understanding (TPR). In addition, culturally responsive literacy instruction links classroom content to students' prior knowledge, and experiences. These students are also included in our Extended Day, and differentiated instruction is implemented.

4.B, C, D, E Instructional Plan

Our instructional plan for academic language development for our Ell's (including Newcomers and Long Term Ell's) is as follows: To address the special needs of our ELL population, a comprehensive program focuses on oral and written English language skills and comprehension acquisition.

This program involves small group instruction after school for grades 6, 7 & 8 using a variety of methodologies to accomplish tasks. The after school program design allows for one certified ELL teacher to work for four hours per week for 16 weeks. The primary tools used during the ESL after school program are the ELLIS computer program (English Language Learning Instruction System), Diascriptive Reading Program and Read 180.. The ELLIS computer program develops English vocabulary, grammar, oral pronunciation skills and basic methods that focus on real life situations. Students will be assessed by a built-in tracking component of the ELLIS program as well as individual progress reports generated by the system. Additionally, the NYSESLAT scores from spring 2010 are reviewed to determine growth as compared to those students not participating in the program. The implications for instruction are: 1. Provide highly motivated instruction that focuses on academic and linguistic development of the target language.. Students in all levels need more intense instruction in Reading and Writing strategies.

With regard to Ells who have been identified as having special needs in self- contained classes, as well as those in CTT classes, the ESL teacher is provided with the child's IEP and works with the classroom teacher(s) to maximize instruction. Collaborative planning is also done in conjunction with related service providers such as Speech, Counseling, and SETTS.

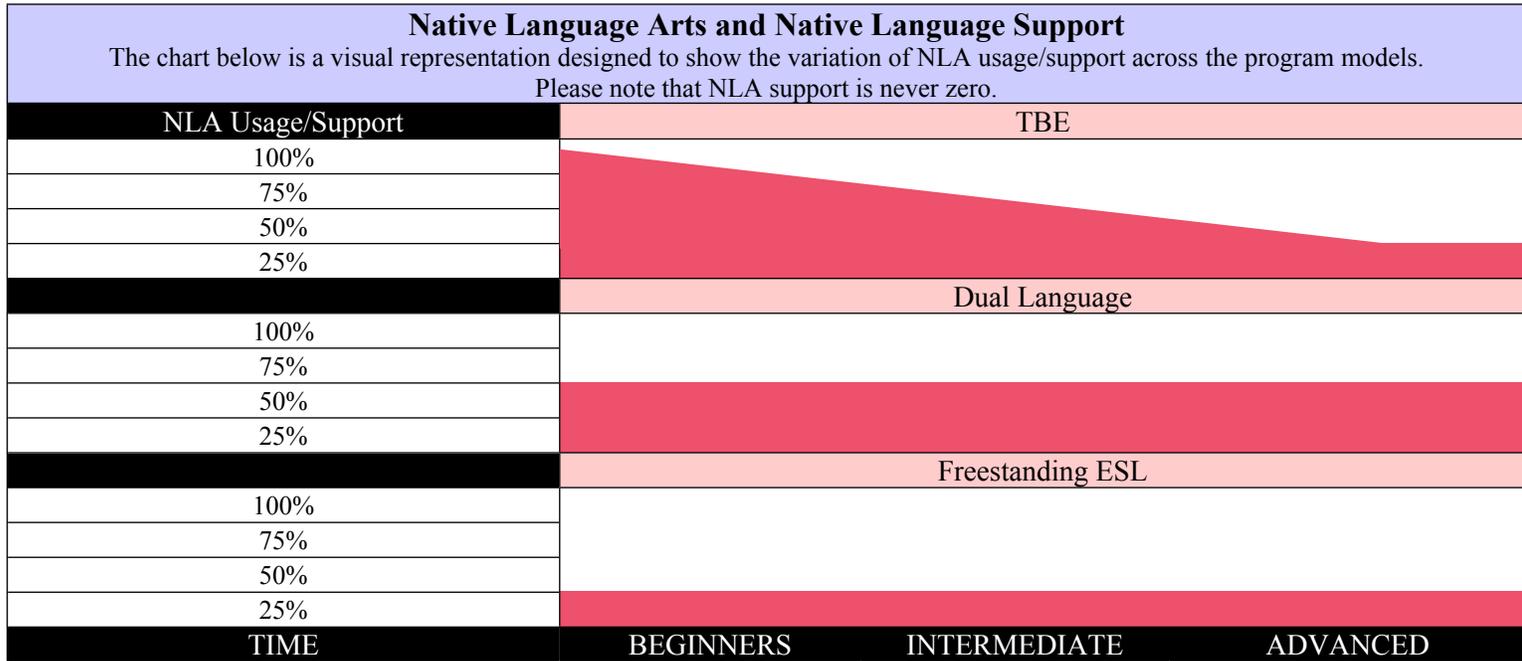
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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?

5. Teaching practices focus on the Literacy, Math, Science and Social Studies units of ESL and 1 unit of ELA instruction weekly. Prototypes. The Cognitive Academic Language Learning Approach (CALLA) integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. Oral and written skills development is integral to this contextual based approach in which students share what they have learned. The strategies utilized include cognitive, meta-cognitive and affective strategies by infusing language development through the content areas in accordance with the research of A. Chamot and M. O'Malley. ELLs participate in targeted intervention programs such as Extended Day, and Title 3 After-School Program.

6. Pairing and small group interactions are critical to raising the proficiency of English learners who will be mainstreamed into an English only general academic environment. A peer to peer tutoring component is implemented whereby non English language learners are matched with students drawn from the ARP program who will provide a rich context-based English only learning environment. Peer tutors will assist former ELL students to understand and comprehend different genres of written information and give written and oral answers to scripted questions. Similarly, this method will be used to comprehend written mathematical problems and apply appropriate strategies to find solutions. Information related to curriculum appropriate material is gathered from a variety of assessments. Former ELL's receive time and a half for all State tests in a separate location. Classroom teachers of transitional ELLs also link to discuss the progress and academic concerns identified.

7. Beginning ELL students will be mandated to stay for extended day, scheduled for Tuesdays, and Thursdays from 2:30pm to 3:20 pm.

8. None

9. ELLs are afforded equal access to all school programs. These programs involve small group instruction after school for grades 6, 7 & 8 using a variety of methodologies to accomplish tasks. These programs include: Beacon, Liberty Learning, and Brienza. The after school ESL program design allows for one certified ELL teacher to work for four hours per week for approximately 16 weeks. The program allows for one teacher per group with a teacher ratio of 15 to 1. The primary tools used during the ESL after school program are the ELLIS computer program (English Language Learning Instruction System), Diascriptive Reading Program and Read 180. The ELLIS computer program develops English vocabulary, grammar, oral pronunciation skills and basic methods that focus on real life situations. Students will be assessed by a built-in tracking component of the ELLIS program as well as individual progress reports generated by the system. Additionally, the NYSESLAT scores from spring 2010 are reviewed to determine growth as compared to those students not participating in the program. The implications for instruction are: 1. Provide highly motivated instruction that focuses on academic and linguistic development of the target language. Read-Alouds, and Shared reading activities are also incorporated as instructional strategies to encourage and support listening skills as well as reading and writing responses.

Students in all levels need more intense instruction in Reading and Writing strategies. Our goal is to target our Beginning level students in the after school ESL program.

10. For all three grades, we will continue to target the students by levels and provide a variety of Academic Intervention Services. Some of the materials currently being utilized are:

READ 180 (Scholastic)- Intermediate & Advance .

Strategies to Achieve Reading Success (STARS) Curriculum Associates - Intermediate & Advance.

Building Basic Reading Skills-Continental Press -Intermediate & Advance.

Jamestown Vocabulary Drills-Edward B Fry-Intermediate & Advance.

Hit The Ground Running- Exploring Idioms in English- Options Publishing-Beginning ,Intermediate, & Advance.

ELLIS & Diascriptive Reading-Beginning.
 Jamestown English Yes! Learning English Through Literature-Beginning.
 Access -Building literacy Through Learning- Newcomers-Beginning.
 Side By Side -Steven J Molinsky; Bill Bliss .Beginning.
 Longmans Photo Dictionary of American English -Beginning.
 Bilingual Dictionaries -All levels.
 Title III after school Program
 Pull-out tutorial (with ELL teacher and f-status personnel contingent upon funding)

The program design allows for one teacher per group with a student to teacher ratio of 15:1. Teachers of each group will be selected from certified ESL staff currently teaching these students. Each group will meet for four hours a week (contingent upon funding). The overall design will provide all ELL students with 65 hours of enrichment per month. The program will be implemented from October, 2010 to May 2011.

Dual language processing can become problematic for ELL students. Supplementing dual language dictionaries, and print textbooks for the program will make extensive use of ELLIS (English Language Learning and Instruction System) language acquisition software, as well as Read 180 and Diascriptive Reading. Computer labs allow the teacher to provide individualized instruction while monitoring the progress of all students. Networked instruction is a silent, non-intrusive way for teacher and student to communicate. As the student performs a task the teacher can observe or actually take control of the student's screen to send a message of encouragement or to provide a timely correction to his or her work. Samples of student work can be projected for the entire class to see. Students' work can be saved on a daily basis showing the incremental stages in the child's language development. Electronic Portfolios are another tool in the program's design to create a scaffold of support for the next level of proficiency. Measurable outcomes from each session can be used to structure an individualized pacing framework. Weekly assessment of vocabulary building and comprehension will evolve from the program's thematic course work.

11. Native language support is provided through the use of bilingual dictionaries, glossaries, and testing materials. Also, native language paras assist in facilitating our instructional efforts. Translators are also used during state tests.

12. Yes

13. N/A

14. Spanish

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional Development

Professional Development participation will include new teachers, Bilingual and ESL teachers, Reading and Math teachers, Special needs teachers, classroom and subject area teachers, as well as members of other constituencies. All staff will receive professional development designed to support the implementation of the Chancellor's Initiatives and regional and school goals for the instruction of ELLs. The UFT Teacher Center Specialist and the ESL teacher will conduct professional development workshops and study groups. Teachers are provided

with specific strategies and support structures to enhance academic instruction. Some of the topics may include:

How Language Learners Learn
T.P.R. (Total Physical Response)
The Language Different Learner
ESL Teaching Strategies

Instructional Materials Used

- English only classroom libraries
 - ESL reluctant readers classroom libraries: Spanish/English library books; Arabic/English library books; Bengali/English library books; Hindi/English library books.
 - Newcomers - The New Boy Is Lost - Elizabeth Claire; English Yes
 - E.L.L.I.S. computer literacy program
 - READ 180
 - Diascriptive Reading
 - Getting ready for the NYSESLAT test preparation materials
 - Learning to Learn in a Second Language-Pauline Gibbons
 - Fifty Strategies For Teaching English Language Learners- Adrienne Herrell & Michael Jordan
 - Making Content Comprehensible For English Learners-Jana Echevarria MaryEllen Vogt & Deborah J Short.
2. ESL teacher attends monthly workshops and professional development.
 3. The ESL Teacher will provide professional development - 7.5 hours of ELL training for staff members who do not have any credits in ESL or Bi-lingual education.

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?

1. Parent/community involvement

Parent Development

1. Two mandated orientation sessions will be scheduled for October and February. During these sessions, parents receive an information package describing all three program choices and what is available at M.S. 226. For further clarification, a detailed video, descriptive of the programs are viewed and discussed. Additional sessions will be provided as needed to meet the needs of newly arrived ELL's.
 2. After reviewing the parent surveys and program selection forms for the past few years, the trend in program choices that parents have been requesting is free standing ESL.
 3. Workshops in the native language of the parents will be given on topics such as School procedures, rights and responsibilities of parents and students, school grading policy, procedures for parent-teacher conferences, and seminars on immigrant services available in the community.
- #### 2. Translations
1. Written communications including progress reports, meeting notices, brochures and fliers are sent home to parents in English and translated versions where applicable.
 2. Parent Coordinator and Family Assistant will support efforts to involve parents in School and community.
 3. Interpreters will facilitate communication with parents in native language where available.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						5	5	13					23
Intermediate(I)							3	5	6					14
Advanced (A)							11	14	6					31
Total	0	0	0	0	0	0	19	24	25	0	0	0	0	68

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	1	2				
	I							3	4	5				
	A							4	14	6				
	P							6	5	9				
READING/ WRITING	B							3	5	8				
	I							3	6	9				
	A							8	13	5				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	7	1	0	10
7	10	5	0	0	15
8	7	4	0	0	11
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		11		3		0		14
7	12		8		0		2		22
8	15		4		2		0		21

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

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

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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

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.

- If the student is at the beginning or intermediate levels, he or she is serviced eight times per week. The advanced students are serviced four times per week.
2. Data patterns across proficiency levels show that students need assistance in reading and writing more so than in listening and speaking.
 3. Patterns across NYSESLAT modalities affect instruction in the following way- if students are less proficient in reading and writing emphasis is placed on those areas.
 4. a. Patterns across proficiency and grades reveal a need for reading and writing.
 - b. Periodic assessment is used to drive instruction. Scores are shared and discussed with ELL students so that both student and teacher can develop an academic intervention plan to improve areas of need.
 - c. The school is learning what areas students are deficient in and are able to focus on these needs through Periodic Assessments.
 5. N/A
 6. We evaluate the success of our programs through NYSESLAT where you can chart the improvement from one level to another.

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		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 27Q226

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$677,202.00	\$44,436.00	\$721,640.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,062.00	\$449.00	\$8,511.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$40,310.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$80,619.00	*	

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

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

Four of the five teachers that have been classified as not highly qualified and were processed through HOUSSSE and submitted all required documentation to SED. The fifth teacher no longer works at M.S. 226. 1

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

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

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

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

M.S. 226Q is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in school. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, progress reports, report cards, parent conferences, as well as new information on topics like school choice, and the CCSS (Common Core State Standards). Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school-related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will work to assist parents in having meaningful roles in the school decision-making process during school celebrations, PA meetings, SLT (School Leadership Team) conferences. The school will provide parents with training and information so they can make the most of these opportunities.
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.

- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents who cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they can attend meetings and benefit from these positive experiences as well.
- Through the efforts of the Parent Coordinator and the PA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month, as well as Perfect Attendance Recognition celebrations will be held in conjunction with PA meetings and an Honors Night will be held at the end of each marking period.

- School publications (i.e. pamphlets, newsletters, the automated phone messaging system, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school conferences.
- The school calendar will be disseminated each month to all parents, one week before the start of the month.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:

Monthly professional development for parents provided by district parent coordinators, as well as the UFT Teacher Center Specialist, school administrators, teachers, as well as other staff members. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families, as well as ways to strengthen the school – home connection.

Professional Development is provided by professionals at monthly PA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: District monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with Disabilities (SWD) /Professional Development: District monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

Annual Evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA and the school's parent coordinator and administration.

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

Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

<p>M.S. 226 will:</p>	<p>The Parent/Guardian will:</p>
<p>M.S. 226, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-2011.</p> <p>M.S. 226 will:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards as follows: <p>Through the establishment and continuation of holding high expectations for students M.S.226 will foster a learning environment that ensures equity and excellence for students. A rigorous, integrated and standards-driven system of curriculum, instruction and assessment will help to provide the organizational structure the students need for success. Developments of partnerships with parents, businesses and communities will help to extend opportunities for learning. These concepts in unison with continuous</p>	<p>Describe the ways in which parents will support their children’s learning, such as:</p> <ul style="list-style-type: none"> • Promoting positive use of my child’s extracurricular time • Monitoring attendance • Making sure that homework is completed • Monitoring amount of television their children watch • Volunteering in my child’s classroom • Participating as appropriate, in decisions relating to my children’s education. • Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. • Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or

progress and a continuity of caring will create a spirited learning environment to help all children meet the challenges of the future.

- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:

These conferences will be held at the end of each marking period. Parents will have the option of conferring with their child's teacher during the afternoon or the evening. These conferences will occur the week after report cards are distributed. Furthermore, the staff will be available to conference with parents upon appointment throughout the semester. These conferences may occur in person or over the telephone per the convenience of the parent.

- Provide parents with frequent reports on their children's progress.

Parents will receive phone calls from teachers based on student progress. Parents will also receive progress reports on a quarterly basis. Teachers will set up meetings with parents to discuss any immediate interventions which need to take place.

policy groups.

- Talking with child about his/her school activities everyday.
- Communicating positive values and character traits, such as respect, hard work and responsibility.
- Respecting the cultural differences of others.
- Helping my child accept consequences for negative behavior.
- Being aware of and following the rules and regulations of the school and district.
- Supporting the school's discipline policy.

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

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Come to school with all the necessary tools of learning – pens, pencils, books, etc.

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

Teachers and administration at M.S. 226 will be in communication with parent/guardians in a number of ways. Parents will be notified at the onset of the school year with information regarding parent/teacher conferences and important events. Parents will be given the opportunity to meet with their child's classroom teacher three times a year at the parent/teacher conferences. This will coincide with the issuing of report cards and will occur both in the afternoon and the evening. Teachers will also be available to speak with during PA meetings and by appointment throughout the year.

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

M.S. 226 will foster parental involvement in regular and meaningful communication involving student academic learning. This will include ensuring that parents play an integral role in assisting in their child's learning, that parents are encouraged to be actively involved in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. The school will help to provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities in accessing information in an understandable format.

- Listen and follow directions.
- Participate in class discussions and activities.
- Be honest and respect the rights of others.
- Follow the school's class' rules of conduct.
- Follow the school's dress code.
- Ask for help when I don't understand.
- Study for tests and assignments.
- Use the library to get information and to find books that I enjoy reading.

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and

explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(s)	STUDENT
_____	_____	_____

DATE

DATE

DATE

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.

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.

M.S. 226Q will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

M.S. 226 will use disaggregated student results on New York Start State assessments Grades 6, 7 & 8, Annual School Report Card, NCLB Accountability Report, Department of Education Quality Review, Department of Education Progress Reports, Department of Education Formative Assessments, Learning Directions tracking system, ATS Exams Report, School-wide program assessments, DAA/DSS Reports, Surveys, Questionnaires, Item Skills Analysis, Observations, Teacher/Staff feedback, Parent feedback, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

2. Schoolwide reform strategies that:

As a School-wide Program school, M.S. 226Q, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school.

Key strategies include:

- a. **Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.**
- b. **Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.**
- c. **The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in mathematics, science, and social studies.**
- d. **Implementation of the New Continuum.**
- e. **Opportunities for applied learning.**
- f. **The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.**
- g. **The use of culturally balanced instructional programs and materials.**
- h. **Effective use of technology to support instruction and student learning.**
- i. **Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.**
- j. **All school-wide reform strategies being implemented in M.S. 226Q are designed to implement the District Comprehensive Educational Plan.**

3. **Instruction by highly qualified staff.**

All teachers hired in M.S. 226Q for the 2010-2011 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional certificates, including NYC Teaching Fellows, Teach for American corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

All teachers in M.S. 226Q are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

M.S. 226Q provides extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building.

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.

Our Professional development model for staff will be coordinated in M.S. 226 by a Professional Development Team, which includes the Principal, Assistant Principals, Core Knowledge Coordinator, Data Specialist and Teacher Center Specialist. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Our Professional development model will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

Administrators will participate in all school-based professional development activities, and will also be supported by the Children's First Network (CFN) to strengthen the following:

- Instructional leadership
- Time management

- **Launching instructional initiatives**
- **Uses of technology in carrying out administrative duties – e-mail, excel, etc.**
- **Data analysis and using data**
- **Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.**

Training for parents and community members will include:

- **Support for parents' understanding of, and participation in instructional initiatives**
- **Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.)**
- **Parent Coordinator workshops**
- **Learning Leaders Parent Volunteer Program**
- **Support for increased parent participation on the School Leadership Team and subcommittees**
- **Family support resources in the community in the areas of career development, health, social services, etc.**

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

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

Beginning in the spring of 2011 and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the District. The School will work closely with the Central DOE Office of Recruitment and Professional Development and the Human Resource division from the N.Y.C. D.O.E. (ISC's) to obtain the services of qualified teachers.

M.S. 226 will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms

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

M.S. 226, will describe the implementation of strategies in its CEP to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, each school will hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, M.S. 226 will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

Additional support for M.S. 226_ will be provided by the Children's First Network (CFN) and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement.

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

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

Teachers will be engaged in ongoing discussions and decision-making processes with M. S. 226 and the Children's First Network (CFN) regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

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.

M.S. 226 will use disaggregated State assessments Grades 6, 7 & 8, benchmark assessments, the Department of Education Formative Assessments, the Department of Education Quality Review, the Department of Education Progress Report and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Level 1 on State assessments, or deemed to be at risk for not meeting promotional standards.

- **READ 180 –Continue to implement READ 180. The focus for READ 180 will be the “at risk” students who are targeted to receive pull-out reading intervention services.**
- **37-1/2 minutes – tutorial for levels 1 & 2 students.**

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

The Children’s First Network (CFN) will work closely with the school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School-wide Program.

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

	<i>Federal and Local Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			\$806,193.00	✓	Referenced on pg. 41-42, 43-47, 48-50, 51, 56-58, 61, 63-66
Title I, Part A (ARRA)	Federal	x			\$44,885.00	✓	Referenced on pg. 41-42, 43-47, 48-50, 51, 56-58, 61, 63-66
Title II, Part A	Federal			x	0	✓	N/A
Title III, Part A	Federal	x			\$15,000.00	✓	Pg 15, 37-40
Title IV	Federal			x	0	✓	N/A
IDEA	Federal			x	0	✓	N/A
Tax Levy	Local	x			\$5,845,391.00	✓	Reference pg. 47

