



I.S. 227 LOUIS ARMSTRONG

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: I.S. 227 LOUIS ARMSTRONG
ADDRESS: 32-02 JUNCTION BOULEVARD
TELEPHONE: 718-335-7500
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 343000011227 **SCHOOL NAME:** I.S. 227 Louis Armstrong

SCHOOL ADDRESS: 32-02 JUNCTION BOULEVARD, QUEENS, NY, 11369

SCHOOL TELEPHONE: 718-335-7500 **FAX:** 718-779-7186

SCHOOL CONTACT PERSON: William Fahey **EMAIL ADDRESS** Wfahey@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dianne M. Hayden

PRINCIPAL: WILLIAM FAHEY

UFT CHAPTER LEADER: Thomas O'Brien

PARENTS' ASSOCIATION PRESIDENT: Patricia Cruz

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-Public Education Association

NETWORK LEADER: WILLIAM COLVALITO / ALTHEA SERRANT

SUPERINTENDENT: Dr. PHILIP A. COMPOSTO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
William Fahey	Principal	
Dianne Hayden	CSA - Council of School Admin	
Jennifer Toro	DC 37 Representative	
Kimberly Hirsch	UFT Member	
Melina Elenis	UFT Member	
Patricia Cruz	PA/PTA President or Designated Co-President	
Carmel Marrazzo	Parent	
Loretta D'Amato	Parent	
Thomas O'Brien	UFT Chapter Leader	
Italia Augienello	Parent	
Robert Rodriguez	Parent	
Brandi Goldberg	Title I Parent Representative	

* 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.

The Louis Armstrong Middle School (IS 227Q) is a "Triple A" school and has been ranked "In Good Standing" on the New York State Report Card. The school has ranked within the top 10% of all New York City middle schools. For three consecutive years the school has consistently earned a grade of A on the NYC Progress Report. The most recent Quality Review reflects a Proficient rating with some well developed features. On the 2009-2010 NYS Report Card, Louis Armstrong Middle School has demonstrated the required Annual Yearly Progress, on both the school level and all subgroup categories, in order to be considered a school in good standing.

Louis Armstrong Middle School is a multi cultural application school that serves approximately 1457 students from the entire borough of Queens. We have a diverse student population with 33% White, 16% Black, 36% Hispanic and 15% Asian. Under federal mandate, our school selects students to reflect the ethnic and cultural diversity of Queens. Students of all ability levels are selected and welcome.

Since its inception, Louis Armstrong Middle School has been a demonstration site for some of the best middle school practices. We have developed a strong partnership with Queens College to assist students. Students receive support before, during and after the school day from our staff including teachers, paraprofessionals, guidance counselors, supervisors, OT/PT, speech personnel, school aides and supervisors.

Most general education classes are heterogeneously grouped. Remediation and enrichment are incorporated into instruction, with consideration given to multiple intelligences and learning styles. We also have opportunities for students to advance by taking Regents Living Environment and Integrated Algebra. Extra support with small group instruction is offered to students scoring levels 1 or 2 on the NYS standardized tests in ELA and /or mathematics. ISS and ELLs receive additional support in both elective periods.

We review data from ARIS, NY Start, NYC Progress Report, Quality Review, standardized test scores, informal and formal portfolio assessments, and budget allocations to address students' academic and social needs. Team meetings involving counselors, teachers, and parents discuss students who are having difficulty in their classes. Students receive support using the following programs and instructional methods:

- AIS Services during elective periods and within content class periods
- Guidance Counselors' class lessons with a focus on study, organization, and interpersonal skills
- Reading programs: Wilson, and Direct Instruction
- Math, literacy, and study skill electives
- Tutoring
- Small group instruction

- Weekly Team Meetings
- PPT/AIS Committee
- School's Attuned

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	I.S. 227 Louis Armstrong								
District:	30	DBN #:	30Q227	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		95.1	95.5	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		99.4	99.65	TBD		
Grade 4	0	0	0						
Grade 5	141	144	151	Poverty Rate - % of Enrollment:					
Grade 6	458	448	446	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	441	448	433		50	51.6	68.9		
Grade 8	419	429	439						
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		1	8	TBD		
Grade 12	0	0	0						
Ungraded	13	12	14	Recent Immigrants - Total Number:					
Total	1472	1481	1483	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					10	11	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	80	79	81	Principal Suspensions	23	33	TBD		
# in Collaborative Team Teaching (CTT) Classes	64	70	71	Superintendent Suspensions	4	3	TBD		
Number all others	43	55	68						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	32	40	49	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	20	22	43	Number of Teachers	96	94	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	40	39	TBD
				Number of Educational Paraprofessionals	15	13	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	TBD	% fully licensed & permanently assigned to this school	99	100	TBD
				% more than 2 years teaching in this school	74	74.5	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	64.6	66	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	92	93	TBD
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	97.9	TBD
Black or African American	16.8	16.8	15				
Hispanic or Latino	35.2	34.9	36.3				
Asian or Native Hawaiian/Other Pacific Isl.	17.3	16.7	16				
White	30.5	31.5	32.5				
Multi-racial							
Male	49.7	49	49.1				
Female	50.3	51	50.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	96	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12	Quality Statement 5: Monitor and Revise	

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

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our staff aligns the curriculum, instruction, and assessments to the NYS Curriculum Standards and to the needs of our diverse population through collaborative planning and data analysis. Support for these endeavors is provided by school supervisors, an instructional coach, and university/college collaborations. This year our staff is working to evaluate and analyze the Common Core Standards with existing curriculum maps that were designed around the NYS Standards. Throughout the year our staff will be working to align our existing NYS curriculum to with the new Common Core Standards that are national an internationally benchmark. In addition, our faculty will be examining sample questions contained in the Common Core Standards and begin reformatting and creating outlines for common assessments in each content area.

By examining school data using the School Progress Report, NYS Report Card, Learning Environment Survey, Quality Review and feedback from students, teachers and parents, and considering significant changes in curriculum, the following four areas were determined to be the areas of need and focus for the 2010-2011 school year:

LITERACY

The results from the 2009-2010 NYS English Language Arts Exam, 2009-2010 Quality Review and walkthroughs and classroom observations indicate that we need to increase literacy and rigor within the school, particularly for our special education students and English Language Learners. On the 2009-2010 NYS Report Card, Louis Armstrong was ranked "In Good Standing" in English Language Arts. Our school made the required Annual Yearly Progress in ELA on the school level and in all sub-group areas.

2009-2010 NYS ENGLISH LANGUAGE ARTS EXAMINATION RESULTS (number in parentheses' indicate the number of students)

	Level 1	Level 2	Level 3	Level 4	Students
Grade 5	0% (0)	23% (34)	50% (74)	27% (40)	(148)
Grade 6	7% (29)	27% (121)	61% (269)	5% (22)	(441)
Grade 7	3% (13)	34% (147)	51% (219)	11% (48)	(427)
Grade 8	4% (18)	35% (153)	56% (244)	5% (22)	(437)

Examining these results by sub group, the percentage of students BELOW proficiency (Levels 1 and 2) are as follows:

PERCENTAGE BELOW PROFICIENCY, WITHIN EACH SUB-GROUP						
	HISPANIC	BLACK	ASIAN	WHITE	SPED	ELL
Grade 5	32%	17%	17%	22%	22%	N/A
Grade 6	43%	46%	30%	18%	75%	85%
Grade 7	60%	48%	19%	23%	82%	95%
Grade 8	52%	50%	17%	28%	79%	100%

This means that the Student Groups that performed the lowest in terms of proficiency were those students identified as Students with Disabilities, Limited English Proficient, Hispanic followed by Black students.

As a result, we have been examining the curriculum, curriculum sequence, materials used and instructional components utilized by each grade and teacher. Further analysis is being done to evaluate the highest performing classes and the instructional components and resources used within those classrooms.

Many of our students with disabilities enter our school deficient in basic phonemic awareness and word attack skills; often reading more than three to four years below grade level. For the majority of these students, we have been using the Wilson Reading Program to address these deficiencies. For others, a multi-sensory approach has been used, while others have used a combination of approaches.

Since the proficiency levels are still so low, we have begun an evaluation of the remedial reading programs that each student used in the 2008-2009 and 2009-2010 school years. We are currently analyzing student results/progress to determine their effectiveness for each sub-skill area. Effectiveness will be determined as we examine and evaluate student gains/regressions made over the last two years.

Following, individual action plans will be created for special education students that are not meeting the state ELA standards based on the results from the 2009-2010 NYS ELA Examinations and classroom assessments. Progress will be monitored on a quarterly basis with teachers reporting student results to the Instructional Support Assistant Principal.

The results for Limited English Proficient students are somewhat misleading. Although there appears to be a decrease in the number of students meeting proficiency, the number of students classified as LEP decreased. After further analysis, the number of students by which LEP decreased was due to the fact that these students tested out by passing the NYSLAT examination. These LEP students are now classified as Former English Language Learners (Former-ELL's).

To address the literacy needs of all our students, the results of the ELA item analysis combined with observations from administrative walk-throughs and teacher teams looking at student work, student writing needs to be strengthened. Therefore, in the 2010-2011 school year, we will begin utilizing a new program, Writing Matters which addresses all learning styles. It will first be piloted with students in special education. It uses technology that has auditory and visual supports that will serve to assist all students. In addition, it also incorporates "characters" that represent students from various ethnic groups, allowing students to identify and relate to what is being taught. If results prove to be positive, it will be expanded for use with other student groups performing below proficiency.

MATHEMATICS

The results from the 2009-2010 NYS Mathematics Exam, 2009-2010 Quality Review. walkthroughs and classroom observations indicate that mathematics is an area of strength for the school. On the

2009-2010 NYS Report Card, Louis Armstrong was ranked "In Good Standing" in Mathematics. Our school made the required Annual Yearly Progress in Mathematics on the school level and all sub-group areas.

2009-2010 NYS MATHEMATICS EXAMINATION RESULTS
(number in parentheses' indicate the number of students)

	Level 1	Level 2	Level 3	Level 4	Students
Grade 5	0% (0)	4% (6)	39% (54)	57% (79)	(139)
Grade 6	3% (12)	16% (64)	42% (167)	39% (155)	(398)
Grade 7	1% (4)	13% (49)	32% (122)	54% (205)	(380)
Grade 8	1% (4)	17% (67)	48% (188)	34% (134)	(393)

Using the NYS item analysis, results from ITA's and classroom assessments, there appears to be a general deficiency in number sense and operations across all grades, with the exception of grade 7. The teacher team in grade 7 identified that geometry and multi-step word problems as the main areas their students need to develop. After analyzing detailed information from these assessments and drilling down into specific questions, each grade team of teachers identified the following as the specific areas of concern that need to be further developed with their group of students.

Grade 5

Understanding of number sense and operations for identification of patterns trends and relationships.

Grade 6

Number sense for understanding multiple representation of numbers, relationships among and between numbers and number systems.

Grade 7

In geometry, multi-step word problems that involve formulas and equations

Grade 8

Number sense and operation skills and making connections for real world application. in all mathematical strands. .

NEW COMMON CORE STATE STANDARDS

In an effort to ensure that all students are prepared to be college and career ready and equipped to complete in a global economy, the federal government has been working to implement changes to the learning standards in all schools across the nation. Additionally, the NYS Department of Education and NYC Department of Education have been working together to implement these new national standards that are internationally benchmark. The implementation of these new standards are scheduled to take effect in the 2014-2015 school year.

In preparation for these changes, the administration team at Louis Armstrong believes that it as imperative that all of our teachers begin this year, to become familiar with these new standards and expectations for students. To begin the process of learning the new standards a plan of implementation has been established. The administrative team, achievement coach and a team of core teachers are working to first introduce the vocabulary, format and manner in which to read and make meaning of the Common Core State Standards (CCSS) document. Second, teachers will evaluate and analyze the impact of these new standards on curriculum, instruction and student assessment. Third, they will compare/contrast (crosswalk) the existing NYS Standards with the new

CCSS. Following, faculty will outline and record these changes so that new curriculum maps, aligned to the CCSS, can be created. In addition, teachers with the structure/composition of assessment questions and expectations for students as they work to outline revisions or creations of common subject area assessments.

PROFESSIONAL LEARNING COMMUNITIES (PLC)

Data from research supports that all effective schools have teachers that work collaboratively to support students and increase achievement. This collaboration is done in teacher teams, called professional learning communities. Teachers discuss student work and learning and exchange instructional approaches, strategies and materials to improve their own teaching practices to better facilitate student learning.

To achieve gains in the achievement of our students, our teachers strongly believe that they must work together in teams, by grade and also by content area. Working together in these professional learning communities enables our teachers consult with one another, much like doctors consult with other doctors/specialists. During these meeting times, teachers evaluate student work and use data to target sub-skill area deficiencies and share best teaching practices and strategies that are showing data-proven results in their classrooms.

Our PLC's are comprised of general classroom teachers, guidance counselors, administration, ISS teachers and service providers. Together, they work to develop and align curriculum, discuss student progress, conduct inquiry work and share best practices. Using the calendar change half-day option, allows additional time for our faculty and staff to conduct inquiry work, share best practices and develop and align curriculum. The faculty and parents of our school community voted for this half-day option, via a School Based Option (SBO), which was overwhelming approved.

Moving forward the administrative team and achievement coach are working to provide teachers with additional differentiated professional development opportunities that will assist [teachers] in learning ways to reach more students and/or increase the progress and proficiency levels of individual students. Such differentiated opportunities allow teachers to choose from a wide array of workshops, books, articles, journals, instructional videos, and ASCD on-line courses. The achievement coach and ASCD will be made available to assist teachers in modifying curriculum and instructional components in a controlled manner to monitor and track impact of changes.

Classroom tests, common grade assessments, Acuity and Predictive results have shown that there has been an increase in the number of higher order thinking (H.O.T.) questions correctly answered by students. The 2009-2010 NYS ELA item analysis has only recently become available. From preliminary results it appears that there was an increase in the number of H.O.T. questions correctly answered, however, critical analysis remains an area that we need to continue to strengthen with students. Teacher teams will further analyze this data. Classroom teachers and/or teams will evaluate their inquiry work and its focus. They will develop a common team goal, strategy and approach (by grade, within each House, across content areas). This work will be done on the Professional Development Days in November and March and using the six calendar change half-days scheduled throughout the year.

In the 2010-2011 school- year, we will begin utilizing a new program, Writing Matters, that is aligned to the new Common Core Standards. This will be done in conjunction with the genre studies and mini-lessons that our teachers have developed and will continue to use from the Teachers College Reading and Writing Project (TCRWP). This work will continue to assist us in combining the receptive work of higher order thinking skills with the expressive work of writing. The Writing Matters program will utilize 21st century technology and tools that serve to clarify concepts, engage students and allow

teachers to provide timely on-line feedback that will assist students in advancing to higher levels of proficiency.

We will also conduct an inquiry group to examine the five highest performing students that have not made at least one year's progress over the last year.

School Environment and Learning Environment Survey

Louis Armstrong increased in all areas on the learning environment survey, with the exception of Safety and respect which remained flat. The areas which the school performed lowest was communication with a score of 6.9 out of 10. After further analysis, it was discovered that we higher in all areas than the prior year, however scores are normed across the city which actually skews our growth and progress. In essence, if all schools across the city increase and we also increase our score could actually go down, all dependent on the overall city increase.

Overall Louis Armstrong had participation levels that were higher than the city.
Student participation decreased 1%----- 98% to 97%---- 15% higher than the city
Parent participation increased 6% -----52% to 58%---- 9% higher than the city
Teacher participation increased 21%-----64% to 85% ----- 9% higher than the city

Although we have made gains in increasing the number of parents and faculty completing the Learning Environment Survey, communication continues to be an area that needs to be strengthened.

Last year we created a monthly calendar that was distributed to families. In addition, we began sending out all major correspondence, including the new monthly calendar and principal's letter, in both English and Spanish.

We need to increase the number of parents attending monthly PTA meetings and workshops. The large turnouts areas usually the first meeting of the year, "Meet the teacher Night" and Parent-Teacher Conferences, with generally 80-90% of parents attending. Other meetings, particularly in the winter months are generally less than 5%.

We encourage parents from all races, ethnic and socio-economic groups to become involved in our school and to be on our School Leadership Team and/ or the Executive Board of our Parent Teacher Association and/or committees.

We have been trying to obtain additional funding to purchase translation devices which will allow us to simultaneously translate all meetings and events into the top eight languages spoken by families in our school. Those languages include Spanish, Bengali, Arabic, Polish, Russian, Chinese, Urdu and Greek.

Responses in the LES, combined with letters and conversations with parents, reveal that parents/guardians would like more information about what their child is studying in school. At the same time many teachers are concerned about the need to increase student responsibility to prepare students and parents for high school and balancing with direct and frequent communication with parents on routine assignments, projects and tests.

To appropriately address this situation and find a balance, the School Leadership Team is in the process of forming a Communication Committee. The committee will be comprised of interested parents, teachers and students willing to donate their time to find ways to improve Teacher – Parent communication about what students are studying and ways to track student progress/grades/missing assignments. In addition, the committee will work to survey parents to find out workshops that they would like so that they can better assist their children.

The Learning Environment Survey revealed that:

Overall communication is an area that needs to be strengthened. In addition, we need to continue to work to foster unity and respect, in keeping with our mission and philosophy of the school. The student organization, administration, faculty, staff, parents, school safety and our Guidance Counselors/SAPIS must continue to work together to identify more specific information about students' feelings and perceptions.

SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> GOAL # 1 - By June 2011, we will increase the number of students meeting or exceeding English Language Arts proficiency by 5% as demonstrated on periodic assessments, predictive assessments, NYS ELA Examination and/or student portfolios.	<input type="checkbox"/> Students will show an increase in the number of higher Order thinking questions and an increase in writing quality and/or scores on periodic assessments, predictive assessments, classroom assessments, student portfolios and/or the short answer and extended response sections on the NYS ELA Examination and the NYS Science Examination.
<input type="checkbox"/> GOAL # 2 - By June 2011, 35% of students with disabilities, not classified as Alternate Assessments, will demonstrate an increase of one year or more in growth in ELA performance, as evidenced by growth increases on ELA assessments such as the Wilson Reading and/or Teachers College Reading Assessments and/or an the growth percentile increase on the NYS ELA Exam.	<input type="checkbox"/> Students will demonstrate an increase of growth in their reading skills as determined by Wilson Reading, or Direct Instruction, or Teachers College Assessment, or NYS ELA exam.
<input type="checkbox"/> GOAL # 3 - By June 2011, we will increase the number of students meeting or exceeding Mathematics proficiency by 5% as evidenced on periodic assessments predictive assessments, New York State Mathematics examinations and/or demonstrated in student portfolios.	<input type="checkbox"/> To support work toward this goal, the number of periods in mathematics instruction was increased to ten periods per week in grades five and six. In addition, teacher grade teams will conduct inquiry work to identify learner centered problems. They will gather, use and analyze data to identify problems and trends in students' mathematical performance. Teachers will share best practices to implement changes in their instructional practices and curriculum, including materials. Teachers voted via an SBO to conduct inquiry work using 1 1/2 hours on six half-days and two

	and 1/2 hours on one full day, via the DOE calendar change option.
<p><input type="checkbox"/> GOAL # 4 - By June 2011, teacher teams will develop crosswalk curriculum maps for grades five through eight, from NYS Standards to Common Core State Standards. This will serve to increase the coherence and consistency in instruction, within and between grades, that will result in an increase of 5% in ELA and Mathematics performance as evidenced on periodic assessments, predictive assessments, NYS ELA and Mathematics Examinations, and/or demonstrated in student portfolios.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Staff will work in Professional Learning Communities during six half days and one full day of Professional Development working on understanding and comparing the differences in grade level bands within the Common Core State Standards. Teachers will examine student work, instructional strategies, practices and materials and compare to the new requirements of the CCSS.</p> <p>CCSS Core teacher-leaders will work with CCSS point teachers to turnkey information to their colleagues and conduct teacher workshops on the professional development days stated above.</p> <p>Core and point teachers will receive ASCD training in curriculum mapping. ASCD on-line courses will be offered to provide all teachers with differentiated professional development options based on their individual and/or group needs. Special Education teachers will also partake in Writing Matters workshops to infuse writing across the curriculum using twenty-first century technology that breaks the teaching of writing into unit goals with explicit teaching lessons that serve to achieve the goal.</p>
<p><input type="checkbox"/> GOAL # 5 - By June 2011, a committee of teachers and parents will identify and establish communication structures (means, mode and type) that will result in an increase of 5% in the number of positive responses on the questions contained in the communication section of the Learning Environment Survey (LES) when comparing the 2009-2010 LES with the 2010-2011.</p>	<p><input type="checkbox"/></p> <p>The committee of parents and teachers will examine the 2009-2010 Learning Environment Survey to determine areas where the school scored low. They will then work to determine specific reasons, develop plans to address and implement changes that will increase the number of positive responses by a total 5% from the following categories:</p> <p>Agree TO Strongly Agree</p> <p>Disagree TO Agree or Strongly Agree</p> <p>Strongly Disagree TO Agree or Strongly Agree</p>

SECTION VI: ACTION PLAN

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

Subject Area

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>GOAL # 1 - By June 2011, we will increase the number of students meeting or exceeding English Language Arts proficiency by 5% as demonstrated on periodic assessments, predictive assessments, NYS ELA Examination and/or student portfolios.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> In the 2010-2011 school year, we will begin utilizing a new program, Writing Matters which addresses all learning styles. It will first be piloted with students in special education. It uses technology that has auditory and visual supports that will serve to assist all students. In addition, it also incorporates “characters” that represent students from various ethnic groups, allowing students to identify and relate to what is being taught.</p> <p>Writing Matters is aligned to the new Core Curriculum Standards and will be combined with our current ELA program from Teachers' College Reading and Writing Project (TCRWP). Our current program uses a whole language approach with concentration of various genre studies each month. Our teachers are working toward using the TCRWP recommended "mini-lesson" model for explicit instruction of skills and strategies.</p> <p>This combined work will assist us in combining the receptive work of higher order thinking skills with the expressive work of writing. The Writing Matters program utilizes 21st century technology and tools that will serve to clarify concepts, engage students and allow teachers to provide timely feedback on-line that will assist students in advancing to higher levels of proficiency.</p> <p>We will also conduct an inquiry group to examine the five highest performing students that</p>

	<p>have not made at least one year's progress over the last year. We will seek to identify commonalities that should provide additional insight into why these higher performing students are not making expected annual gains.</p> <p>If results prove to be positive, it will be expanded for use with other student groups performing below proficiency.</p> <p>We will continually re-assess student progress following the implementation of additions or changes in curriculum and/or instruction.</p> <p>Students that are English Language Learners will receive ESL services through small group instruction. Content area teachers will receive work to implement strategies and techniques to address the learning needs of these students in their classrooms by using visuals to support students in understanding vocabulary, content and ideas. Where possible teachers, will use trade books that also provide visual supports that are written on variety of grade levels and/or written in their native Language to learn content area material.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Additional opportunities will be provided to teachers that will allow them to select professional development workshops from Writing Matters and/or ASCD on-line courses.</p> <p>Teachers will have the opportunity to work and share best practices on their grade and department teams.</p> <p>Our Network Instructional Coach and our school achievement coach will work with Core Team Teachers so they can turnkey information to grade and department teams.</p> <p>Our achievement coach will provide in-classroom and out-of-classroom support to teachers in unit and lesson planning, development of materials, skills and strategies as well as other individual needs of teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>Students will show a 5% increase in the quality of expression. This will be measured by the grade level rubric used to assess writing in across all content areas as evidenced by an increase in the number of students receiving additional points on the extended response questions on standardized assessments, classroom assessments, student portfolios and/or</p>

	<p>NYS examinations. <input type="checkbox"/></p> <p>By mid-year (January) at least 3% of students will demonstrate an increase in writing expression as measured on the final genre writing assignment at the end of the second marking period.</p>
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Subject Area
(where relevant) :

Literacy Students with Disabilities

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> GOAL # 2 - By June 2011, 35% of students with disabilities, not classified as Alternate Assessments, will demonstrate an increase of one year or more in growth in ELA performance, as evidenced by growth increases on ELA assessments such as the Wilson Reading and/or Teachers College Reading Assessments and/or an the growth percentile increase on the NYS ELA Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>ELA and ICT teachers will use the Teachers College Assessment (Running Record) to determine the students' initial reading level and choose appropriate reading materials. Teachers of students with disabilities in self-contained classes will use the Wilson Reading Assessment (WADE) and/or TC Reading Assessments and/or Direct Instruction to determine the students' initial reading level and choose appropriate reading materials. Teachers will review students' reading logs and confer with students individually to chart progress and provide instruction. Teachers will utilize Acuity ELA and class assessments to direct instruction to specific reading skills. Students will receive 90 minutes of ELA instruction from one literacy specialist.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> ELA teachers of students with disabilities in self-contained meet regularly with their supervisors. They also participate in peer observations to improve their instructional expertise. Paraprofessionals receive on-going training in the Wilson Reading Program, Direct Instruction and/or Teachers College Reading and Writing Project to support the instruction in the classroom. <input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Teachers of students with disabilities in self-contained classes will use the Wilson Reading Assessment (WADE) or Direct Instruction to determine the students' initial, median, and terminal levels. Progress will be evaluated each month and reported to the ISS Assistant Principal. <input type="checkbox"/></p>

Subject Area
 (where relevant) :

Professional Learning Communities
 (PLCs)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> GOAL # 3 - By June 2011, we will increase the number of students meeting or exceeding Mathematics proficiency by 5% as evidenced on periodic assessments predictive assessments, New York State Mathematics examinations and/or demonstrated in student portfolios.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Schedule will include: Monthly subject team meetings to discuss curriculum and pacing with identification of necessary changes from current curriculum alignment/ pacing.</p> <ul style="list-style-type: none"> • Six additional half-days throughout the year plus two full professional development days to support grade and/or department meetings for evaluating student work (data inquiry work).

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Schedule team meetings to provide staff training on inquiry work, curriculum and /or instruction. -Professional development provided by our partnerships with Queens College, Columbia -Scheduled In-House Professional Development days facilitated by Instructional Coach.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> This will be evaluated by an increase in collaboration amongst teachers that will lead to improved student outcomes on classroom tests, quizzes, projects, Periodic Assessments and/or NYS standardized tests. Observations of consistent and clear expectations within Grade Team classes. This will be evaluated each January, March and June.</p>

Subject Area
 (where relevant) : Professional Learning Communities (PLCs) - Staff Development/Data & Inquiry

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> GOAL # 4 - By June 2011, teacher teams will develop crosswalk curriculum maps fin grades five through eight, from NYS Standards to Common Core State Standards. This will serve to increase the coherence and consistency in instruction, within and between grades, that will result in an increase of 5% in ELA and Mathematics performance as evidenced on periodic assessments, predictive assessments, NYS ELA and Mathematics Examinations, and/or demonstrated in student portfolios.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Schedule will include: Weekly grade meetings of ELA teachers with literacy coach support Weekly grade meetings of mathematics teachers with mathematics coach support Weekly teacher team meetings with guidance counselors to discuss students and meet with parents. Core team members to turnkey and share information learned at network and core meetings with Grade, Department and ISS Teams within their House.</p> <p>One additional half-day each month to support grade and/or department meetings for inquiry</p>

	work.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> -Schedule team meetings to provide staff training on strategic thinking, data analysis inquiry process, curriculum and /or instruction. -Professional development provided by our Network Support Organization and partnerships with Queens College, Columbia University, and New York University.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Teacher teams will work collaboratively to use, share and discuss information (data) that will lead to develop goals and conduct an inquiry study of targeted students. Progress will be evaluated December, February, April and June.

**Subject Area
(where relevant) :**

School Community Communication

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> GOAL # 5 - By June 2011, a committee of teachers and parents will identify and establish communication structures (means, mode and type) that will result in an increase of 5% in the number of positive responses on the questions contained in the communication section of the Learning Environment Survey (LES) when comparing the 2009-2010 LES with the 2010-2011.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Develop a school handbook and calendar (one for teachers and one for parents) that contains all important information about school policies and procedures. It will also contain dates of important events activities and meetings. It will be translated into the five most common languages spoken at home by families in our school. Develop a committee of students, parents and teachers to explore additional ways and means

	<p>to convey information to parents.</p> <p>Create a focus survey for parents to determine the type of information that most parents are interested in knowing and the types of events they are interested in attending.</p> <p>Weekly meetings with student organization members to determine ways to increase students' feelings of respect; "students to teachers" and "between students".</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Parents, teachers and students can formally meet during SLT meetings as sub-committee and meet individually as seperate teams, as needed.</p> <p>Student Organization meets weekly during homeroom period.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Formal and informal surverys to parents, staff and students.</p> <p>SLT member to conduct random interviews conducted on a quarterly basis from each constinency group.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5	34	8						
6	150	106						
7	157	82						
8	171	101	23	19				
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>Students in need of academic intervention are provided with additional small group instruction during the day. In addition, students that are English Language Learners and/or eighth graders have the opportunity to participate in extra support classes that are offered after school.</p> <p>Additional small group Saturday Test Prep classes are offered for four weeks to all students in special education, as well as English Language Learners and/or students identified as requiring AIS.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Small group instruction provided by College Interns and school staff during school hours and after school hours to meet students' academic needs.</p>
<p>Science:</p>	<p><input type="checkbox"/> Small group instruction provided by College Interns and school staff during school hours and after school hours to meet students' academic needs.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Small group instruction provided by College Interns and school staff during school hours and after school hours to meet students' academic needs.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> One- to-one and small group counseling are provide so students can set attainable academic and social emotional goals that are written in form of action plans. Counseling is provided during school day, as needed, for non-mandated students and as outlined in Individual Education Plans (IEP) for Students requiring mandated counseling. In addition, students with alcohol and/or drug related concern, involving self, family or friends, meet with the school's Substance Abuse Prevention and Intervention Specialist as necessary. .</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> N/A</p>

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> One to one intervention with students in crises, as well as ongoing emotional support provided during school day typically on a weekly basis.
At-risk Health-related Services:	<input type="checkbox"/> N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

5-8

Number of Students to be Served:

LEP 51

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) Alternate Placement Paraprofessionals: 3

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.

As a result, ESL instruction will continue to focus on improving reading and writing comprehension across the content area. Of the 70 ELL's tested, 19 were X-coded. Eight students, 45% scored at the Advanced level. Five students, 28% scored at the Intermediate level. Three students, 16% scored at the Beginning level and 2 students could not complete the test. As noted in previous years ELL's continue to make progress in listening and speaking but continue to struggle with writing and context based vocabulary and concepts. Students will continue to receive instruction from a certified ESL teacher

The Standards ELL Academy designed to provide tutoring and test preparation to all ELLs will take place after school and on weekends. Students will meet a total of 20 sessions for (2) hours each session with (4) teachers in a small group setting to address their individual learning needs. Group size will be maintained at 10 students. A certified ESL teacher in collaboration with general education language arts teachers will provide supplemental instruction in alignment with the Common Core State Curriculum Reading and Writing Standards. Instruction will focus on reading and writing across the contents areas with an emphasis on comprehension and vocabulary development skills. One Assistant Principal will be available to supervise teachers and all ELL students attending tutoring and test prep weekends. All activities that take place before, after or on weekends require that a supervisor must be available to monitor curriculum and instruction and guide teacher practice.

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.

inference, predicting, interpreting and evaluating information Teachers will focus on preparing ELL students to meet and exceed NYC and NYS performance and learning standards and achieve higher scores on all city and state assessments. Teachers will participate in the following professional development sessions:

A total of (6) teachers currently teaching ELL's, in the content areas, will participate in staff development sessions offered by an instructional specialist from the ELL Education Consortium throughout the school year.

Topics will include:

- Interactive Classroom – Developing Spoken Language (Pauline Gibbons)
- Scaffolding Language, Scaffolding Learning, Classroom Talk – Creating Contexts for Language Learning and Scaffolding Language, Scaffolding Learning, From Speaking to Writing in the Content Classroom

- Scaffolding Language, Scaffolding Learning, Writing in a Second Language Across the Curriculum – An Integrated Approach and Scaffolding Language, Scaffolding Learning, Ch 5: Reading in a Second Language
 - Rethinking ELL Instruction – An Architectural Approach by Susan Dutro and Carol Moran Article
 - Vocabulary Development for ELLs
- **Scaffolding Language, Scaffolding Learning, Ch 7: Learning Language, Learning Through Language, and Learning About Language – Developing an Integrated Curriculum**

Parental Involvement

I.S. 227 Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education of their children at home. These workshops will take place once a month before PTA meetings. Dinner and Metro cards will be available to the parents.

A series of (4) two-hour workshops will be held on different topics. These workshops will address the following: organizational skills, problem solving strategies in mathematics, academic standards in ELA, science, social studies and preparing for the NYSESLAT.

Parent workshops will be facilitated by the ESL Teacher/Coordinator, Parent Coordinator, mathematics and literacy staff developers, and/or administrators. Refreshments will be served to our parents.

Section III. Title III Budget

School: I.S. 227Q
 BEDS Code: 343000011227

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	\$15,000	<input type="checkbox"/> Standards ELL Academy - Extra help and test prep for all ELLs on weekends. (Teachers)*(sessions)*(hours)*(rate) \$7996.80 Total for ELL Academy- \$10,085.20

		After School Curriculum Development: (10) (1) (49.89) = \$1999.20 Total for staff development \$1999.20 <i>18.84% fringe benefits has been included in the above teacher and supervisor salaries.</i>
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/>
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,450.60	<input type="checkbox"/> Harcourt and Scholastic content area materials. General Instructional supplies including computer software, markers, chart paper, pens, pencils, index cards, dictionaries, and other supplies.
Educational Software (Object Code 199)	0	<input type="checkbox"/>
Travel	N/A	<input type="checkbox"/> N/A
Other	\$500.00	<input type="checkbox"/> Breakfast is provided for parents during our meetings and during workshops. Transportation is available to all parents upon request
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

To assess our school's written and oral translation services, data is compiled from ATS Reports, information contained on students' emergency cards and cumulative student records. Written and oral translation of documents are provided based on the predominant languages spoken in the homes of our students. In addition, translation of documents are provided by the region and Chancellor's Regulations A-663.

The predominant languages spoken in our school are Spanish, Bengali, Arabic, Polish, Russian, Chinese, Urdu and Greek. The Parent Coordinator works closely with administration, teachers, parent volunteers and the ESL Coordinator to ensure that translation services are provided, as needed. Information is disseminated during monthly PTA meetings, through letters and fliers sent home, school mailings, via the internet, the schools' website and through our automated phone messenger service.

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.

A home language survey will be provided during the Parent – Teacher conferences to ensure that parents are receiving written and oral correspondence from the school in the language of choice.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

- Translation services for written documents are done in-house. The diversity of our staff enables our school to utilize the services of Bilingual Administrators, Teachers, Paraprofessionals, and Parent Volunteers for translation. Documents are printed in English and the native languages of the parents. Documents are distributed in classes where they are needed. Teachers and staff members are also encouraged to use the DOE's translation as needed.
- 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.
-
- 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>.
- To ensure that our school is in compliance with section VII Chancelor's Regulation A-663, regarding parental notification for translation and interpretation services, information on the most common languages spoekn in our school are will be shared with teachers, the Parent Coordinator, PTA, ESL Department and other support staff. Parents are notified in writing of the translation services that are available during monthly PTA meetings, Parent-Teacher Conferences and parent workshops. The Translation and Interpreation document regarding the need for language assisatnce is posted in the PTA office located on the first floor near our main entrance. Parents are also invited to visit the Department of Education's website (<http://www.nycenet.edu/offices/translation>) and encouraged to contact the school's guidance counselors for additional services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	0	811382.00	811382
2. Enter the anticipated 1% set-aside for Parent Involvement:	8114.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
4. Enter the anticipated 10% set-aside for Professional Development:	N/A	*	

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

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

The school has restructured class scheduling so as to maximize the use of highly qualified teachers to teach in their area of certification. Currently we are working with the central office to address issues with changes in NYS teacher certification and NYC licencing. Teachers with multiple NYS certifications are only appearing as Highly Qualified under the one area of certification that matches the NYC license. In addition, Special Education Teachers with former K-12 NYS Certification in Special Education were appearing as "Teaching in Certification" and were not deemed Highly Qualified in subject areas. Several of these teachers had additional credits to qualify in a subject area(s) and were able to take the HOUSSE survey to prove subject matter competence.

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

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

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

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

At IS227 - Louis Armstong Middle School, all parents are encouraged to actively participate on the School Leadership Team, Parent Association, Parent Teacher Workshops, advisory councils and special committees.

We believe that parents are the first educators of their children. Research shows that there is a strong, positive correlation between parental involvement and student achievement. The overall aim of our school parental involvement policy is to ensure ensure that all parents have the opportunity too be involved in meaningful ways.

With this in mind, our parent involvement program is designed to:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy.
- Conduct parent workshops with topics that will help parents understand curriculum to be able to support their children at home.
- Provide written translations in various languages of letters home to parents.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on

the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

IS 227 staff and the parents of the students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State Standards.

Staff will communicate with parents:

- IS 227 will provide high quality curriculum and instruction in an effective learning environment that enables all students the opportunity to meet the state standards.
 - We provide differentiated instruction using highly qualified teaching staff.
 - We hold team meetings where parents are invited to speak with teachers, guidance and administrators on individual students' needs and progress.
 - We distribute progress reports quarterly to keep parents informed of their Childs progress.
 - We will distribute individual state test score reports for each student.

Parent/Guardian responsibilities:

- Make sure homework my child has completed all homework and communicate any needs or difficulties with the teacher.
- Encourage my child to follow the school's rules and regulations
- Take part in the monthly PTA meetings to stay informed
- Share the responsibility for the improved student achievement of my child.

Student's Responsibilities:

I will:

- Attend school regularly and be on time
- Complete all homework and assignments on time
- Follow school rules and be responsible for my actions
- Show respect for myself, other students and staff and property.
- Always try my best to learn

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See Pages 12-13

2. Schoolwide reform strategies that:

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

See Pages 22-24

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See Action Plan pages 14-20

o Help provide an enriched and accelerated curriculum.

See Action Plan pages 14-20

o Meet the educational needs of historically underserved populations.

See Action Plan pages 14-20

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

See Action Plan pages 14-20

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

3. Instruction by highly qualified staff.

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

See School description pages and Action Plan pages 14-20

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

Administration, teachers, students and parents welcome future teachers into our building. They are in integral part of our family and many aspire to educate here.

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

She holds parent workshops and has teacher volunteers' working closely with her. Our parents receive a monthly calendar and all students receive updates and letters to bring home.

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.

Meetings are held monthly which allow for examination and updates.

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.

Formative assessments provide teachers with information about students in need of academic intervention. These assessments are given periodically throughout the year. Students found to be in need of Academic intervention are addressed at the AIS/PPT meeting and further interventions are implemented i.e. elective classes based on needs, one to one tutoring, afterschool tutoring program, Saturday Test Prep classes

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 PPT/AIS Committee along with DOE offices of Pupil Transportation, Instructional Support services, Food Services and our Network Team all work together to see that Federal, state and local services and programs are tapped to serve our school population

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

Explanation/Background:

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

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

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

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

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

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

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

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

3

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

Additional Guidance Support

Outreach by Social Worker

Coordination with Family Counselor from Temporary Housing

Part B:

Part B - For Non-Title I Schools

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

CEP RELATED ATTACHMENTS

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

File Name - 28_30Q227_102810-164739.docx

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-531	District 30	School Number 227	School Name I.S. 227 Q
Principal William Fahey	Assistant Principal Rose Del Valle		
Coach Marie Turini	Coach		
Teacher/Subject Area Karen Ponzo	Guidance Counselor Mindy Greenpan		
Teacher/Subject Area Mitzi Benton-Diaz	Parent Nora Cuellar		
Teacher/Subject Area type here	Parent Coordinator Deborah Cataldo		
Related Service Provider	Other		
Network Leader Althea Serrant	Other Dianne Hayden, I.S.S. A.P.		

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	0
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1469	Total Number of ELLs	45	ELLs as Share of Total Student Population (%)	3.00%
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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.

ELL Identification Process

Students are identified according to the New York State Education guidelines for ELLs. Parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency. Once potential ELLs are identified, they are administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The LAB-R results determine whether students are entitled to Bilingual/ESL programs and services. In the 2009-2010 school year, only two students were administered the Lab-R for placement and we are currently awaiting the results. All other students who are receiving services are based on the results from the 2010LAT eligibility roster.

Parent Program Choice

Two Parent orientation meetings are offered every school year. One in the Fall term and the second in the Spring. During the meetings language program selection information and student scores are distributed to parents. Each meeting takes place in a small group setting in collaboration with the Assistant Principal of ESL, Parent Coordinator, President of the Parent Teacher Association, English as a Second Language teacher and Related Services Personnel.

During the Parent orientation meeting, held October 2010, information on Bilingual programs available in NYC was provided to parents in their native language. Translators worked with individual parents. Pamphlets in several native languages were also distributed. The program selection video from the ELL Parent Information Case was available for parents to view in the ESL computer lab. Parents were given the parent Program Selection Form, in their native language, to select the language program for their child. After reviewing the parent surveys, 100% of the parents in attendance chose to keep their child in the English as a Second Language program. Parents were provided with information about the Transfer Option available to them and referred to the Schools' web site for information. To date, none of the parents have taken advantage of the transfer option.

In addition, we have been able to accommodate 100% of all parental requests. Hence, parents have recognized the benefits of having their children in an English as a Second Language program and have opted to keep their children in I.S. 227Q.

During the spring semester a NYSESLAT test prep meeting will be scheduled. During this meeting parents will be given information on test updates and schedules. Parents will also be given the opportunity to participate in workshops on test taking tips and strategies to help their children improve their skills.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	13

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10		0	22		5	13		5	45
Total	10	0	0	22	0	5	13	0	5	45

Number of ELLs in a TBE program who are in alternate placement: 2

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

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	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						2	21	7	7					37
Chinese						1		2	1					4
Russian														0
Bengali						1								1
Urdu							1							1
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	4	23	9	9	0	0	0	0	45

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.

Current ESL Instructional Program

I.S. 227 provides E.S.L. instruction in Freestanding English as a Second Language (ESL) program. Instruction is provided in a pull out, multi-level, multi-grade model providing instruction in English with native language support and an emphasis on language acquisition. In the Pull-

out model, ELLs who spend the majority of their day in all-English content instruction classes are brought together from various classes for English-acquisition-focused instruction. Our students are supported by offering scaffolding techniques in content area classes, language development and support in instruction in their native language. Resources include: bilingual dictionaries, bilingual content area glossaries and bilingual personnel (paraprofessionals). In addition to computer based language acquisition programs which are incorporated in daily class activities, English Language Learners (ELLs) receive instruction from a New York State certified E.S.L. teacher. All ELLs receive English Language Arts (ELA) instruction, from a certified General Education teacher, using ESL strategies and methodologies.

All ESL services rendered are based on the results from the 2010 NYSESLAT and the and the Fall 2010 LAB-R exams. Beginning and Intermediate level ELLs in General Education and Instructional Support Services classes receive eight periods of ESL instruction per week equivalent to 360 minutes. Advanced level ELLs in General Education and Instruction Support Services receive 180 minutes of ESL and 180 minutes of ELA instruction per week according to the New York State CR Part 154. Each instructional period is 45 minutes. Students are grouped homogeneously based on the proficiency level and grade level in all ESL classes.

Our vision is not only to promote the success of our students academically, socially and culturally, but also linguistically, to make them lifelong learners in their native language and in English.

Program goals:

- Provide academic content area instruction in English using ESL strategies and methods.
- Incorporate ESL scaffolding instructional strategies in content areas. Scaffolding techniques incorporate modeling, contextualization and schema building.
- Assist students in achieving the state-designated level of English proficiency within our goal of a two year period.
- Examine students data found in ARIS and NYSESLAT test results to inform instruction and move ELLs toward meeting or exceeding New York State and City standards in all content areas.

Classroom Environment

The classroom environment is designed to reflect the Workshop Model and QTEL with an emphasis on the components of the Reader's and Writer's workshop. Teachers focus on providing commonly used terms that are unfamiliar to ELL students, to help them acquire new language and proficiency. Student work and teacher made materials that represent the New York State learning standards are displayed and posted in the classrooms. As part of our language acquisition program, word walls and conceptual maps are used to reinforce new vocabulary. Print resources in the classroom include ESL leveled textbooks, leveled writing books and materials, student dictionaries, multicultural big books, and a multicultural library. Books are available to students and they are encouraged leisurely reading and to meet the 25 books reading standard. Technology using the ESL Computer Lab is incorporated into lessons through research and inquiry. A daily agenda that reflects the lesson's objectives is posted in the classroom as a focal point for our students to use throughout the lesson. Students work together utilizing the E.S.L. philosophy of small group instruction, peer tutoring and active student engagement when completing class assigned tasks.

How do you differentiate instruction for ELL subgroups?

Plan for our SIFE students

Guidance counselors maintain communication with parents whose children have interrupted formal education. Important information is provided to teachers so that student's academic needs are met. Teachers use this information to create alternative assessments through the use of portfolios, writer's notebooks, journals, reading logs and conference notes. These assessments are maintained by the teacher throughout the year in order to keep track of student's academic progress as they move in and out of school. Currently there are no SIFE students in the ESL program.

Plan for ELLs in our school less than three years (newcomers)

Students are identified through information compiled in the Home Language Identification Survey (HLIS). Then, parents are notified, the Lab-R is administered and eligibility is determined. Hence, students are placed in the appropriate classes; parents are notified, in their native language, of the language programs available for their children. Accordingly; students who remain in our school are placed in the ESL program and serviced according to their scores on the LAB-R. Beginning and Intermediate level ELLs will receive eight periods of ESL per

week. Advance level ELLs will receive four periods of ESL per week as per the guidelines of the CR Part 154.

Plan for long-term ELLs in our school for six years or more

Students are identified on the A-11 Memorandum of Extension of Services. Team meetings with the ESL teacher, classroom teacher, and support personnel are conducted to address student's academic progress. At times they are referred to the Pupil Personnel Committee or the Committee on Special Education for a more comprehensive assessment. Instructional support students who have been removed from ESL are designated as Type 3 and are evaluated to have ESL removed from their IEPs as their academic deficits may not be as a result of language, but of their other special needs. ISS ELLs who remain in the program will be given additional instructional support using School's Attuned assessment and will participate in the Academic Instructional Support program serviced by our AIS Team.

Plan for ELLs identified as having special needs

The ESL teacher participates in Educational Planning Committee meetings to discuss and evaluate the student's academic progress and social goals. Decisions are made to continue or discontinue ESL services.

Our plan for continuing transitional support for students reaching proficiency on the NYSESLAT

The ESL teacher informally works with students throughout the school day to provide ongoing academic support. Students are encouraged to attend study groups conducted by guidance counselors and attend test prep sessions, both after school and on weekends. The Library Media Center and the ESL computer lab is available to support the needs of these students through continued academic support services.

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

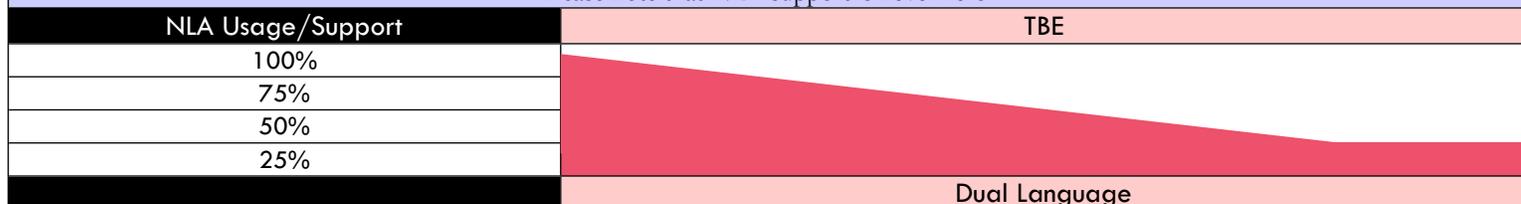
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

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)?

Test results analysis:

Grade 5: Three students were tested. Out of the students tested in ELA, 34% did not meet the Learning Standards and 66% partially met the standards. In Math, 100% partially met the Learning Standards. In Science, 34% partially met the Learning Standards, 66% met the Standards. No 5th graders tested in Social Studies.

Grade 6: Twenty three students were tested in ELA. 43% did not meet the Learning Standards, 39% partially met the standards, 18% met the standards. Twenty five students were tested in Math. 17% did not meet the Learning Standards, 45% partially met the standards, 25% met the Learning Standards and 13% exceeded the standards. In Science, twenty two students were tested. 18% did not meet the Learning Standards, 23% partially met the standards and 59% met the standards. In Social Studies, twenty five students were tested. 25% did not meet the Learning Standards, 13% partially met the standards, 57% met the standards and 5% exceeded the standards.

Grade 7: Nine students were tested. In ELA, 20% did not meet the Learning Standards, 68% partially met the standards and 12% met the standards. In Math, 67% partially met the Learning Standards, 22% met the standards and 11% exceeded the standards. In Science, 22% did not meet the Learning Standards, 11% partially met the standards, 55% met the standards and 12% exceeded the standards. In Social Studies, 33% did not meet the Learning Standards, 12% partially met the standards and 55% met the standards.

Grade 8: Nine students were tested. In ELA, 34% did not meet the Learning Standards and 66% partially met the standards. In Math, 66% partially met the Learning Standards, 22% met the standards and 12% exceeded the standards. In Science, 83% partially met the Learning Standards and 17% met the standards. In Social Studies, 44% did not meet the Learning Standards, 12% partially met the standards and 44% met the standards.

Instructional implications for ELA:

The information provided in the school's LAP is used to develop and implement programs that focus on the linguistic, emotional and academic needs of our ELLs. Data found in this report is also used to ensure the appropriate placement and scheduling of the required periods of instruction according to Chancellor's Regulations Part 154. The implications for ELL instruction in Reading and Writing are as follows:

- Provide differentiated instruction in the Teacher's College Reading Workshop through leveled classroom libraries.
- Increase instruction through small group strategy and guided reading groups based on similar needs and proficiency levels.
- Continue intense work in phonemic awareness in the Wilson Reading and Direct Instruction programs.
- Increase vocabulary through the use of interactive word walls, vocabulary building software (Rosetta Stone English levels 1, 2, 3, language acquisition programs
- Increase opportunities for accountable talk and interactive read-aloud to develop reading strategies and language development.
- Increase use of Audio-books available in the Library Media Center, as well as leveled audio-books in the ESL and ELA classrooms.
- Model writing strategies through the Writers Workshop, interactive writing, small, guided writing groups and collaborative writing activities.
- ELLs are able to research topics in the content areas using technology and print resources with assistance from staff in the Media Library Center and in the ESL classroom.
- ELLs use computer software in the school's computer labs and the ESL classroom to strengthen their reading, writing and communication skills.

The implications of the Math assessments for the instruction of the ELLs are as follows:

- ELLs who do not meet or approach the standards are serviced and receive instruction in a smaller group setting, receive Paraprofessional and / or Peer Tutoring as part of Academic Intervention Services.
- ELLs are encouraged to participate in scheduled After School and Weekend Math tutoring sessions instructed by ESL and content area teachers.
- These students are identified for the purpose of appropriately servicing their academic needs.
- Incorporate differentiated instruction for ELLs through standards-based curriculum; Everyday Math in fifth grade, Connected Math Programs and Impact Math in grades 6-8.
- Build math skills through the use of hands-on, inquiry based learning and emphasizing the development of math vocabulary skills using bilingual math glossaries.
- Incorporate problem-solving strategies through continued modeling and cooperative learning groups.
- Increase the use of computer software to develop and reinforce math skills
- Incorporate math literature to teach math skills in an interesting and meaningful content

- Development of math vocabulary through word walls and math related accountable talk
- Development of math rubrics by teachers to assess student work and realign instruction

A. Assessment Breakdown

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

NYSESLAT ANALYSIS:

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	1	0	0					1
Intermediate(I)						0	7	0	5					12
Advanced (A)						3	16	9	4					32
Total						3	24	9	9					45

NYSESLAT indicate that the most difficult skill components for the ELLs are Listening, Reading, and Writing. Instruction in the ESL classroom will target these skills through hands on materials, lessons and the use of technology.

The implications of the overall results from State exams align themselves with language acquisition theories that English Language Learners

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

Professional Development and Support for School Staff

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?

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	1	2	0	0	3
6	10	9	4	0	23
7	2	6	1	0	9
8	3	6	0	0	9
NYSAA Bilingual Spe Ed					0

3. How do you evaluate the needs of the parents?

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		3		0		0		3
6	4		11		6		3		24

Part V: Assessment Analysis

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	0		6		2		1		9
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		1		2		0		3
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	5		3		14		1		23
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

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

IS 227Q uses various assessments to evaluate the progress of the ELLs in the content areas. Data from NYStart, Acuity, NYC Progress Report, Quality Review, standardized test scores, informal and formal teacher assessments are used throughout the school year. Data from these assessments drive instruction in the ESL class as well as the content area classes. Team meetings between the ESL instructor, content area teachers and counselors meet weekly to discuss the direction of instruction as it applies to current ELLs and transition ELLs. Analysis from the ELA, Math, NYSESLAT and teacher assessments are discussed and the ELLs skills weaknesses are targeted. Students receive support using the following programs and instructional methods:

- AIS services during elective periods and within content area classes
- Guidance Counselor lessons with focus on organization, study and interpersonal skills
- Math, literacy and study skills electives
- Small group instruction
- Weekly Team Meetings
- PPT/AIS Committee

Across proficiency levels the data supplied by the NYSESLAT indicates that the majority of the ELLs weakest skills are in Reading Comprehension and Writing skills. Instruction in the ESL classroom and the content area classes are focussing on improving these skills for all the ELLs by addressing the needs through differentiated instruction and modifications when needed. Additional instruction for the ELLs is

for use in their content area classes. The ESL program supplies bilingual dictionaries for the ELLs to use in their classes and during assessments throughout the year. Parents of ELLs have been encouraged to purchase and have been given bilingual dictionaries for the students to use at home.

It is our goal that the ELLs perform as well as their monolingual counterparts on all of the state and city assessments as well as teacher assessments given throughout the year. In the ESL program ELLs are expected to become proficient in two to three years of participating in the program. For ELLs who do not test out of the program the expectation of improvement from one language level to the next in the two to three year period is a goal that they are expected to reach.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 227 Louis Armstrong					
District:	30	DBN:	30Q227	School		343000011227

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5	v	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		95.1	95.5	95.3
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		99.4	99.7	98.3
Grade 4	0	0	0				
Grade 5	144	151	150	Poverty Rate - % of Enrollment:			
Grade 6	448	446	435	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	448	433	436		50.0	68.9	68.9
Grade 8	429	439	423				
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		1	8	9
Grade 12	0	0	0				
Ungraded	12	14	18	Recent Immigrants - Total Number:			
Total	1481	1483	1462	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					10	11	0

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	79	81	79	Principal Suspensions	23	33	7
# in Collaborative Team Teaching (CTT) Classes	70	71	81	Superintendent Suspensions	4	3	12
Number all others	55	68	57				

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	96	94	92
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	40	39	13
# receiving ESL services only	40	49	TBD				
# ELLs with IEPs	22	43	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
	15	13	38

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
	1	0	4	% fully licensed & permanently assigned to this school	99.0	100.0	98.9
				% more than 2 years teaching in this school	74.0	74.5	88.0
				% more than 5 years teaching anywhere	64.6	66.0	76.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	93.0	94.6
American Indian or Alaska Native	0.1	0.1	0.2	% core classes taught by "highly qualified" teachers	100.0	97.9	98.7
Black or African American	16.8	15.0	15.8				
Hispanic or Latino	34.9	36.3	36.2				
Asian or Native Hawaiian/Other Pacific	16.7	16.0	15.4				
White	31.5	32.5	32.4				
Male	49.0	49.1	49.1				
Female	51.0	50.9	50.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

	<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	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					P
Overall Score:	69.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	8	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:	13.2	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	35.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	12.5						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 30Q227

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:	0	811,382.00	811,382
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	8,114.00	8,114
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
4. Enter the anticipated 10% set-aside for Professional Development:	N/A	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
 _100%_____

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

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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

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

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

3. Instruction by highly qualified staff.

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

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

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

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

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

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.

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

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

Explanation/Background:

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes 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 (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	X			803,268	X	26
Title II, Part A	Federal						

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.

Title III, Part A	Federal	X			15,000	X	29
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	X			6,583,952	x	