



TRI-COMMUNITY JHS 231

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 29Q231

**ADDRESS: 145- 00 SPRINGFIELD BLVD., SPRINGFIELD GARDENS,
NEW YORK 11413**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 29Q231 **SCHOOL NAME:** I.S 231 MAGNETECH 2000

SCHOOL ADDRESS: 145-00 SPRINGFIELD BLVD, SPRINGFIELD GARDENS, NY 11413

SCHOOL TELEPHONE: 718-276-5140 **FAX:** 718-276-2259

SCHOOL CONTACT PERSON: PAUL STATILE **EMAIL ADDRESS:** Pstail@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Desmond Poyser

PRINCIPAL: Emmanuel Lubin

UFT CHAPTER LEADER: Alex Thomas

PARENTS' ASSOCIATION PRESIDENT: Joanne Middleton

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 **CHILDREN FIRST NETWORK (CFN):** 531

NETWORK LEADER: Althea Serrant

SUPERINTENDENT: Lenon Murray

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
Emmanuel Lubin	*Principal or Designee	
Alex Thomas	*UFT Chapter Chairperson or Designee	
Joanne Middleton	*PA/PTA President or Designated Co-President	
Lisa Cummings	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lynette Bass	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rachelle Andre	Member/UFT	
Meresa Archibald	Member/Parent	
Dawn Bowen-Jean	Member/Parent	
Desmond Poyser	SLT Chair/ UFT	
Karen Edwards	Member/Parent	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

As our Mission Statement attests, "Tri-Community JHS 231Q is dedicated to fostering the intellectual, social and emotional growth of students through a systematic approach that matches school services to students' needs. Our students' full academic and social potential is tapped through daily experiences that promote content mastery in a challenging and nurturing learning environment that accounts for a diversity of learning styles. Students are challenged to develop self-discipline and demonstrate citizenship through community service."

Tri-Community JHS 231Q is located in southeastern Queens at the border line of three communities – Springfield Gardens, Laurelton, and Rosedale. Tri-Community JHS 231Q serves approximately 980 students, in Grades six, seven and eight. Our school communities are comprised of families of African-American and Afro-Caribbean descent of lower-middle and middle income.

The staff members at Tri-Community JHS 231Q are seasoned educators, demonstrating a commitment to their career and establishing a sense of permanency within our school community. Our comprehensive staff development plan helps our teachers to be at the forefront of pedagogical strategies to meet the needs of our students.

Furthermore, Tri-Community JHS 231Q understands that in order to address the many and varied needs of our students and families, the focus of the school should transcend the traditional concepts of instruction and learning. As such, we have utilized an array of funding streams to help Tri-Community JHS 231Q expand its commitment and services offered. We provide opportunities that acknowledge and address the artistic, social, health (as well as the academic) needs of our school community.

As recent recipients of a prestigious NY Times SASI Grant in 2006, and remaining as active participants in the program to this day, Tri-Community JHS 231Q is emerging our student body in an arts-enriched environment. Through partnerships with CBOs such as the Center for Arts Education, the Sports & Arts Foundation, Nu Vision Performing Arts Inc., and Alvin Ailey Dance Studio, students are afforded opportunities to participate in programs that offer exposure to an entire spectrum of artistic genres: visual arts (including computer graphics), dance, theater, drama and music.

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		I.S. 231 Magnetech 2000							
District:		29	DBN:	29Q231	School BEDS Code:		342900010231		
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded		
	2		6	√	10				
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2008-09	2009-10	2010-11	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			90.0	92.9	92.0
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			89.9	90.1	89.0
Grade 4		0	0	0					
Grade 5		0	0	0	Poverty Rate - % of Enrollment:				
Grade 6		138	304	285	<i>(As of October 31)</i>		2008-09	2009-10	2010-11
Grade 7		298	296	330			47.8	75.0	78.0
Grade 8		369	329	326					
Grade 9		1	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			6	28	28
Grade 12		0	0	0					
Ungraded		1	2	0	Recent Immigrants - Total Number:				
Total		807	931	941	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							5	13	11
Special Education Enrollment:					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		70	68	72	Principal Suspensions		262	144	57
# in Collaborative Team Teaching (CTT) Classes		13	38	36	Superintendent Suspensions		56	20	42
Number all others		53	55	58					
<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					
CTE Program Participants		N/A	0	0					
Early College HS Program Participants		0	0	0					
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>		2008-09	2009-10	2010-11	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	9	TBD	Number of Teachers		56	55	64
# in Dual Lang. Programs		0	0	TBD					
# receiving ESL services only		25	19	TBD					

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	9	TBD	Number of Administrators and Other Professionals	14	12	10
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	2
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
	4	6	56	% fully licensed & permanently assigned to this school	100.0	100.0	96.5
				% more than 2 years teaching in this school	78.6	83.6	71.9
				% more than 5 years teaching anywhere	69.6	80.0	90.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)	82.0	82.0	92.2
American Indian or Alaska Native	0.1	0.1	0.1		83.2	87.7	89.8
Black or African American	93.1	92.2	92.7				
Hispanic or Latino	4.5	6.0	6.0				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	1.0	0.6				
White	0.6	0.6	0.6				
Male	53.5	53.5	54.6				
Female	46.5	46.5	45.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
			√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
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	4	5	1	0	0		
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	D			Overall Evaluation:	P		
Overall Score:	28.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	4.9			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	15.8						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = 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							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Performance Trends

Based on NYC DAA data

- From 2008 to 2009 the percentage of students meeting proficiency in ELA went from 44% to 56%. In 2010 due to cut score recalibration 25% of the students met the ELA proficiency standard.
- From 2008 to 2009 the percentage of students meeting proficiency in math went from 46% to 64%. In 2010 due to cut score recalibration, 21% of the students met the Math proficiency standards.
- While there continues to be an increasing number of student with disabilities(SWD) there has been a steady increase in progress for these students in ELA and Math.

Based on the NYC Progress Report

- There was an increase in the Learning Environment in all four categories
- Attendance has increased from 90% to 92% over the last three years
- The median student proficiency is 2.5 and in ELA and 2.42 in Math
- The median Growth Percentile is 62 in ELA and 44 in Math,
- The overall progress report grades from 2007-08 to 2009-10 were D, C,D.
- ELA progress
 - The median growth percentile in ELA was 62.0
 - The median growth percentile for the lowest third showed was 73.0
- Math progress
 - The median Growth Percentile in Math was 44.0
 - The median Growth Percentile for the lowest third was 58.0

Based on the NYS Report Card 2008-2010

- Student enrollment has increased over the last two years to 980 students.
- Our student stability is around 90%
- There has been a significant decrease in suspension from 2008 to 2009.
- The percent of not highly qualified teachers fluctuates from 10% to 22% over the past three years
- Teacher turnover rate decreased from 16 to 10%
- In 2008-09 and 2009-10 the school was in Good Standing as reflected in the NYS AOR

Greatest Accomplishments

As indicated in the Quality Review, IS 231's greatest accomplishments are the school's good support systems that concentrate on boosting the academic performance of all students. Members of the school community including staff, students and parents are well informed about the whole school goals and there are high expectations for success.

As a result, the school has been productive in addressing the issues identified in the previous Quality Review. The school staff and leaders gather data from multiple sources to develop a composite image of the needs of the school, grade, class and student levels. Student goals are being set based on student needs and a system is in place for monitoring student progress. This gathering of formative data will be ongoing and repeat at least once a week. Staff uses data to identify the individual needs of students and plan for differentiated instruction. Portfolios have been developed for every student in Math and Literacy. These Portfolios help teachers to document individual student goals, teacher/student conference and ongoing assessments.

The school's inquiry team has also developed a strategy for peer inter-visitations which is designed to focus on student progress and conditions of student learning. Inquiry team members analyze data of target students and established base lines and benchmarks for each student. In addition, an increase in the use of technology has led to improve student achievement. All teachers have been trained and classes need only to schedule in advance to utilize our many technology rooms and resources.

In our efforts to support our mission of developing the entire student (whole child), broadening and strengthening our student programs and activities has led to an increase in student involvement and achievement. Student participation in extra-curricular activities such as poetry slams, after-school sports, drama, quilting and cheerleading has had a good impact in the decline of number of incidents which occurs after-school.

Aids to Continuous Improvement

The use of technology and the aid of the inquiry team process have had a significant impact on our continuous school improvement. The inquiry team process has led to a sustainable learning community for all students, staff and parents. Through weekly meetings with school leaders, the faculty collaborates in goal setting and monitoring student progress. The inquiry team and data specialist are integral components to both data collection and analysis. The team supports teachers who need technical assistance in identifying trends, item analysis and other statistical tools. The inquiry team has also developed a strategy for peer inter-visitations designed to focus on student outcomes. The increase use of technology has aided our school community to maintain a community of inquiry. Throughout the school, teachers make instructional decisions based on the information compiled from student data and provide differentiated instructions to meet their needs. Teachers receive continuous professional development on variety of ways to utilize technological resources to strengthen areas in teaching and learning. Technology has also served as an essential tool in utilizing our data to address individual students' needs.

- Teachers use technology to customize assignments for students.
- Technology is used to aid staff members in identifying individual student needs.
- Staff members receive professional development and individual training on reading and understanding student data.
- Staff members utilize accountable talk to share best practices at departmental meetings.
- The inquiry team has selected a sub-set of students who struggle in a common area to work and improve their learning outcomes for the remainder of the year.
- The inquiry team has developed instructional strategies for target students.
- Inquiry team members analyze target population conditions of learning
- All students have been assessed for strengths and areas of need in Reading and in Math through the Tabe and Writing Matters Assessment tools.

- Teachers create individual student goals based on targets to be achieved within prescribed time frames

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.

Goal #1

By June 2011, the percentage of students meeting promotional standards will increase by 10% as a result of teachers increasing the use of differentiated instruction so that the learning needs of individual students are more closely met in a wider range of classes using greater involvement of student assessments to help identify their next steps for improvement

Goal #2

By June 2011, the pass rate of student in Core subjects (ELA, Math, Science & Social Studies) will increase by 10% as a result of teachers increase use of data analysis to identify students' strengths and weaknesses and to set learning outcomes and goals for individual students.

Goal #3

By June 2011, the percentage of students making yearly progress in English Language Arts as a measured by the NYS English Language Arts percentage of students at proficiency will increase by 10%

Goal #4

By June 2011, the SWD sub-group will demonstrate progress towards achieving state standards as measured by a 10% increase in students scoring at levels 3 and 4 on the NYS English Language Arts and Mathematics tests.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): CORE subjects/ Differentiated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the percentage of students meeting promotional standards will increase by 10% as a result of teachers increasing the use of differentiated instruction so that the learning needs of individual students are more closely met in a wider range of classes using greater involvement of student assessments to help identify their next steps for improvement</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>Teachers will engage in ongoing professional development on the implementation of differentiation strategies through weekly or monthly departmental meetings and faculty conferences. Teachers will participate in content area workshops offered through ASCD in order to build a repertoire of DI strategies. Teachers will share best practices and collaborate to develop lessons that account for differences in learning styles.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>\$27,840 is allocated under activity code ZGE9 and \$10,000 from per diem funds allocated under activity code GF1WG for teachers to attend professional development on Differentiated Instruction. Additional staff was hired in order to implement weekly departmental meetings for ELA and Math teachers. These teachers teach 24 periods per week and attend meetings on the 25th period.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The administrative staff will monitor the use of these strategies through classroom observations and provide feedback to support progress in this area.</p>

Subject/Area (where relevant): CORE Subjects/ Data Analysis

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the pass rate of student in Core subjects (ELA, Math, Science & Social Studies) will increase by 10% as a result of teachers increase use of data analysis to identify students’ strengths and weaknesses and to set learning outcomes and goals for individual students.</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>The data specialist will provide training on data collection available in ARIS and will help teachers to develop item analysis protocols for classroom level tests and common interim assessments. Teachers will also participate in professional development on goal setting facilitated by members of the school inquiry team and network staff.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>\$27,840 was allocated under activity code ZGE9 for teachers to attend professional development on data analysis and goal setting. Additionally, the our data specialist only teaches 15 periods per week in support of data gathering and analysis initiatives.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The administrative staff will monitor the quality of student level learning outcomes through classroom observations and make recommendations for improvements when warranted.</p>

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the percentage of students making yearly progress in English Language Arts as a measured by the NYS English Language Arts percentage of students at proficiency will increase by 10%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Professional Development: The Lead Teacher and Assistant Principal will meet weekly with literacy teachers to review writing tasks and rubrics, generated student work, and areas of identified need. Targeted instruction will be determined by student need. • Professional Development: Teachers will participate in inter-visitations or a fishbowl of a model lesson that will focus on the skill (if necessary). The Network Support Specialist and administrative team will visit classroom teachers to monitor implementation and offer further support. • Follow-up: Teacher teams will share student progress using a variety of the following sources: Interim assessments, work evaluated through rubrics, teacher generated exams, student portfolios and/or exit projects. • Teachers will administer benchmark writing assessment tests every four weeks. Teachers will embed identified areas of weakness into writing instruction and compare student scores on baseline rubric with scores on subsequent rubrics.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>\$27,840 is allocated under activity code ZGE9 and \$10,000 from per diem funds allocated under activity code GF1WG for teachers to attend professional development on Differentiated Instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The administrative staff will monitor the use of these strategies through classroom observations and provide feedback to support progress in this area. Additionally, student work products and assessment results will be reviewed and analyzed on a 5 week cycle to determine the effectiveness of our instructional strategies</p>

Subject/Area (where relevant): English Language Arts and Mathematics (SWD)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the SWD sub-group will demonstrate progress towards achieving state standards as measured by a 10% increase in students scoring levels 3 and 4 on the 2011 NYS English Language Arts and Mathematics tests.</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>Special Education teachers in ELA and Math will teach 24 periods per week in order to engage in content specific professional development and collaborate on developing rigorous lessons that align to the state curriculum. The ELA and Math Special Education teachers will receive training on Writing Matters and Castlelearning in order to integrate technology in their classrooms. The Special Education Department will have access to dedicated laptops to facilitate the technology integration. Additionally, teachers will administer formative assessments to determine student needs, set goals that are aligned to those needs and monitor progress towards the individual student goals. Through differentiated instruction strategies teachers will deliver instruction to meet the individual needs of all students while adherence to the curriculum.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The funding to support this goal comes from FSF and Title I and is not itemized in any one allocation. Rather the funding is reflected in the increase in the number of special education teachers required to teach ELA and Math as a result of these special education teachers teaching one fewer period per week in order to attend departmental meetings and professional development. The allocations</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The administrative staff will monitor the use of these strategies through classroom observations and provide feedback to support progress in this area. Student progress on common assessments will be reviewed and compared with the performance of general education students to identify students and teachers that require additional support.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	62	60			54			3
7	70	69			25			3
8	50	60			24			6
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Before school day and small group instruction:</p> <p>Teachers will use baseline test to match activities, and lessons with student needs and provide differentiated instructions in small groups during class time. Base line exams such as Ed performance, and teacher made assessments will be used. Acuity and departmental benchmarks will be used to track their progress.</p>
Mathematics:	<p>Before school day and small group instruction:</p> <p>Teachers will use baseline test to match activities, and lessons with student needs and provide differentiated instructions in small groups during class time. Base line exams such as Ed performance, and teacher made assessments will be used. Acuity and departmental benchmarks will be used to track their progress.</p>
Science:	<p>Students needing academic support in Science meet with teachers during the morning AIS periods. Additional support is provided through increased seat time. Students receive 215 minutes of instruction per week. Teachers provide academic support during the allotted instructional periods.</p>
Social Studies:	<p>Students needing academic support in Social Studies meet with teachers during the morning AIS periods. Additional support is provided through increased seat time. Students receive 215 minutes of instruction per week. Teachers provide academic support during the allotted instructional periods.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Guidance will meet with mandated students one- to –one when pulled out of class and also in group counseling depending on their mandate and need.</p>
At-risk Services Provided by the School Psychologist:	

At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	Students receiving PT and or OT and Hearing Services are seen by the provider based on their mandates.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6-8 Number of Students to be Served: 43 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) Bilingual Teacher

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.

At JHS 231 we utilize the organizational model of pull-out for ESL and self-contained for the Bilingual Program. ESL students travel to the ESL teacher/class according to their mandated frequency. The bilingual students spend the majority of their school day in their homeroom, and travel out to various electives such as music, visual arts, dance, and gym.

The ESL teacher has developed a school-wide program/schedule which clearly outlines the amount of time and days that each student must report to her for service. All related classroom teachers and service providers have been notified in writing of their students' schedule so that they are well aware of the mandated number of instructional minutes.

The self-contained program teacher allows for approximately 45% of the instructional time to ELA and NLA. The implementation of our dual program fosters active learning with the emphasis on technology, multi-age grouping, and project-based learning. In addition, we plan on continuing to utilize the resourcefulness of the Inquiry Team to implement classroom observations so the language teacher can identify effective instructional methods and materials employed by teachers across disciplines.

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

Section III. Title III Budget

School: I.S. 231 Magnetech 2000 BEDS Code: 342900010231

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)	10,000	Per session for teachers to provide academic support for ELL students through supplemental afterschool programs including

<ul style="list-style-type: none"> - Per session - Per diem 		Saturdays and to conduct parent workshops and staff professional development.
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	3,500	Instructional materials including native language books and leveled books. Supplies for translation of parent materials and distribution to parents
Educational Software (Object Code 199)		
Travel		
Other	1,500	Parent involvement workshops for parents of ELL students
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Parents of incoming students complete a home language survey. The data collected in ATS provides the basis for determining the translation requirements that will meet the needs of our parent population.

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

The students who have a home language other than English speak either Haitian Creole or Spanish. With the introduction of the Haitian Creole Transitional Bilingual program, the predominant non-English language is Haitian Creole. These findings were discussed to the larger community at faculty conferences and parent meetings.

Part B: Strategies and Activities

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

The school has a robust website that is the main source of information for the school community. Currently, the website is translated into both Haitian Creole and Spanish. Additionally, translation services are provided by school staff who are fluent in Haitian Creole and Spanish. Also, some staff have been trained to use the Google translation as a tool to communicate with parents using existing technology. Google translations will also support parents who speak languages other than Haitian Creole or Spanish.

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.

The school is fortunate to have teaching and guidance staff who are fluent in Spanish and Haitian Creole. As such there has not been a need to use outside vendors to provide translation services. When a parent is in need of translation services, he or she is directed to the parent coordinator who matches the parent with the translation resources available at the school.

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>.

LAP

2010 - 2011

District: 29Q

Type of Program: Freestanding ESL ___ Bilingual ___ Both ___* ___

Part I: School ELL Profile

The principal of JHS 231Q located at 145-00 Springfield Gardens, N.Y. is Mr. Emmanuel Lubin who is supported by Assistant Principals Mr. Paul Statile, Mr. Thomas Baglione, and Ms. Rita Baffour. One ESL certified teacher, Ms. Myrtha Orphee, services all English Language Learners and Mr. Walesky Belizaire services one self-contained Transitional Haitian Creole bilingual program. Junior High School 231 houses 960 students enrolled in grades 6 – 8. 43 of our students are classified as ELLs.

Part II: ELL Identification Process

The ELLs are identified with the administering of the Home Language Identification Survey which includes the informal oral interview in English and in the native language. Our ESL and bilingual teachers administer the initial screening to the potential ELLs. We are fortunate to have French, Haitian Creole, and Spanish speaking pedagogues who provide translation services when necessary. The students are also formally assessed with the LAB-R within 10 days of their admittance.

All parents are welcomed and informed in English and their native language. School staff explains the Home Language Identification Survey, and parents are given the ELL Parent Brochure which provides them with explicit information about the two types of programs that are available at our site.

Parents are given a Parent Survey and Program Selection Form which provides them with the options of choosing the most appropriate program model for their child. All parent notifications will be offered in English and the native language. The parents are also given an entitlement letter, a placement letter, and other relevant documents. We use translated materials such as brochures, DVDs provided by the Office of ELLs and services offered by the Translation and Interpretation Unit to facilitate document translation and interpretation services, as needed.

Part III: ELL Demographics

At JHS 231Q we offer the following two language programs:

Our Freestanding English as a Second Language (ESL) program provides instruction in English, emphasizing English-language acquisition. Ninety percent of the students in our Freestanding ESL program come from different native-language backgrounds and English is the only common language among students. We provide native language support by using research-based ESL strategies, purchasing relevant culturally sensitive textbooks and language resources to facilitate their learning.

Sheltered English or content-based programs group language minority students from different language backgrounds together in classes where teachers use English as the medium for providing content area instruction, adapting and modifying instruction to the proficiency level of the students. They may also use gestures and visual aids to help students understand. The goal is to enhance English language development through the content areas.

The Transitional Bilingual Program provides English Language Learners the opportunity to be grouped in a classroom that teaches literacy skills in both English and Haitian Creole. A solid foundation in the students' native language best prepares them for learning in English. The students receive instruction from two teachers: bilingual and ESL; both teachers deliver instruction in Haitian Creole and in English. Students acquire academic and social vocabulary in English, while their native language is sustained. Our program is designed to continue developing ELLs' native language of Haitian Creole, as well as English language skills.

Programming and Scheduling Information

At JHS 231 Q we utilize the organizational model of pull-out for ESL and self-contained for the Transitional Bilingual Program. ESL students travel to the ESL teacher/class according to their mandated frequencies. The bilingual students spend the majority of their school day in their homeroom, and travel out to various electives such as music, visual arts, dance, and gym.

In the Transitional Bilingual Program the classroom environments are language rich, always supporting the language development of students by using realia, manipulative[s], graphs, models, visual aides, and technology. As the students develop fluency in English, instructional time in English instruction increases. Whereby, providing:

- Grade-level academic work in the student's native language so that the student maintains academic progress while developing English proficiency.
- Help ELLs attain English language proficiency.
- Help ELLs meet or exceed New York State and City standards.

The ESL teacher has developed a school-wide program/schedule which clearly outlines the amount of time and days that each student must report to her for service. All related classroom teachers and service providers have been notified in writing of their students' schedule so that they are well aware of the mandated number of instructional minutes. The following outlines each proficiency level units required for each sub-group of ELLs –

1. Beginning level receives 360 minutes per week of ELL; 90 minutes per day of NLA
2. Intermediate level receives 360 minutes per week of ELL; 90 minutes per day of NLA
3. Advanced level receives 180 minutes per week of ELL; 45 minutes per day of NLA

The self-contained program (TBE) teacher allows approximately 50% of the instructional time to teach explicit ELA and NLA. The implementation of our transitional bilingual program fosters active learning with the emphasis on technology (i.e. Internet, Microsoft Word, Excel...), multi-age grouping, and project-based learning.

Instructional blocks for TBE program

The curriculum for TBE students that are at or near grade level in native language literacy include several content courses taught in the native language. English is systematically introduced in the content. The balance of the courses taught in the native language steadily decrease as students develop English proficiency and literacy skills to participate fully in all-English content courses.

Students with Interrupted Formal Education or SIFE requires special attention. The SIFE ELLs receive extended instructional time, which is offered through after-school classes or tutoring, Saturday programs, and/or summer programs. We provide our SIFE students courses in small groupings. Small-group work in the supplemental program is important to meet the diverse needs of learners. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-

level/course standards. Extended-day support and one-to-one tutoring is provided to students who require additional support to meet standards.

Instructional Plan for New Comers - Supplemental Academic Support Programs

Collaborations with colleagues are an essential component to the success of our programs. The LAP team meets weekly to develop and evaluate curriculum. The members focus on planning interdisciplinary projects that meet the needs of students in a multi-age setting; by paying careful attention to students' evolving knowledge of their subjects (reading, math, and others), teachers group their students by ability and instructional needs and proficiency levels in English.

The language teacher chooses content passages which illustrate the language structures and/or functions that are taught. The school purchases additional resources to support and augment ELL learning. Sustained support at grade level for both English language and academic-content acquisition is the answer based on research findings. Listed below are the rationales for our supplemental academic support programs that we plan to have in place:

- total physical response
- language experience approach
- communicative-based methodologies
- honor silent period but encourage talk through purposeful and communicative learning opportunities
- pre-teach key concepts, skills, and academic language in English
- literacy development in English

We utilize the many programs and services that the Office of English Language Learners provides to facilitate our ELLs and their families with equity and access to an excellent education. We implement these strategies utilizing diverse venues, such as: Providing, professional development to staff, including teachers, administrators, school staff and parents through forums, events, institutes, workshops and

conferences. e.g., Quality Teaching for English Learners with WestEd, Native Language Arts and Literacy Institutes with Johns Hopkins' Dr. Margarita Calderon, and ELL Literacy and Leadership Institutes with leaders in the field of literacy.

We provide professional development which support the academic performance of our ELL students in the core content areas to our staff.

We continue to apply for Targeted Funding; which are grants from the Office of ELLs targeting high-needs areas and program models ripe for expansion, providing funding for schools to plan, strengthen and share strategies that work.

We review and survey suggested solutions and pilot programs as a way to find innovative interventions to raise the performance of all ELLs, especially struggling learners. The Office of ELLs- sponsors interventions that have been successfully in other NYC schools:

Description of Activities for New ELLs

- Welcome letter in native languages from principal mailed home inviting parents and students to orientation week before school begins
- Orientation: Light collation; staff members who speak diverse native languages would be in attendance to address parents and students; information regarding school mission, school policy, curriculum, school schedule, class schedule, school supplies, school personnel, parent communication methods, after school programs, discipline code. Information to be presented in native language and package containing same information to be disseminated in native language. Information packaged in folder with school logo and WELCOME written in diverse native languages
- Brief PowerPoint presentation of activities LEP students participated in during the previous year (students in classroom situations, dance, drama, art, science lab/projects, field trips, after school activities, interaction with general population)
- Tour of the building

- Location and explanation of bulletin board where school announcements would be posted in native language throughout the current school year
- Tangible item to take home- T-shirt with school logo or school supplies with school logo

Instruction of Students with Interrupted Formal Education

We apply the following approaches with students with interrupted formal education:

- Intensive English language development instruction teaching social and academic language
- Reorganizing ESL teachers' schedules; English language instruction in a double period/block scheduling format
- Intensive literacy development
- Sheltered content instruction
- Allow for flexibility in curriculum development; create a curriculum for SIFE students based on state academic standards, concentrating on essential knowledge and skills only. Teachers' collaboration to modify curriculum
- Modified scheduling
- Condensed supplemental courses that can help students make gains in reaching grade level in math, science and social studies
- Organize curriculum thematically; fewer topics, more time
- Team teaching
- Providing training in ESL techniques for content area teachers
- Collaboration of ESL and content area teachers, common planning and discussion, ongoing communication via e-mail about weekly language and content development planning
- Explicitly teaching SIFE students studying skills
- Extended-day opportunities
- After school tutorials and programs

- Stipends for teachers and instructional assistants for after school work/tutoring
- Extended experience outside of building (i.e. excursions)
- Individual tutoring: inviting volunteers to be tutors for SIFE students: college students, high school students, teachers, community volunteers
- Working with the businesses and colleges in the community (CBO's)
- Recruiting native language tutors
- Having a single counselor working closely with SIFE students
- Establishing "Buddy" system (peers as "buddies")
- Establishing mentoring system for SIFE newcomers (teachers as mentors)

We make sound decisions and adjustments to the curriculum and scheduling for our SIFE students so that they are able to make the most of their learning experience, achieve success in the new country, and become productive citizens.

Both ESL and the bilingual classrooms are equipped with libraries which contain books at the appropriate age and reading levels of our ELLs. The libraries contain books that reflect the various cultures of the new immigrant experience. Our ELLs use the Achieve 3000. This is a web-based program that assesses the reading levels of each student. This program then assigns individualized reading and writing tasks based on students' reading level. This resource also provides continuing support for our transitional students, SIFEs, and long-term ELLs.

We provide extra help and resources in the form of after school and weekend programs. The guidance counselors are planning to develop an orientation for newly enrolled ELLs and their parents that will take place in August. All after school programs and extracurricular activities have been made available to all ELLs.

Identification of ELLs with Special Needs

When ELLS are identified as potentially in needs of special education services, the pedagogues will confer with the school psychologist, school counselor, and parents/guardians to begin the referral process for cognitive and emotional assessment. Testing of students' who are not proficient in English is conducted by a trained language specialist to address the identified language need.

The bilingual education/ESL program and the special education department in the school are jointly responsible for the ESL student's progress. We remediate student disability by supporting instruction in the student's weaker language. Whenever possible, native language support is provided by teachers, paraprofessionals and tutors.

We provide an environment for our ELL's that provides good linguistic role models through cross-cultural interactions and academic learning experiences to support language development in both languages.

Professional Development and Support for School Staff

During the 2010-2011 school year, school leaders plan to administer a variety of ESL-based professional development sessions that will introduce, reinforce, and supplement ESL instructional methods school wide. Professional development will include data days; teachers will be allowed set time to review student data and collaborate for developing action plans for individual student based on need.

1. Learn and utilize new strategies to differentiate instruction for all learners.
2. Use various assessment methods in conjunction with #1 above will help raise academic achievement of all students and improve Standardize tests scores.
3. Develop at least one interdisciplinary unit to be taught in collaboration with another teacher.
4. Incorporate the use of technology into the curriculum.

5. Incorporate lessons to improve LAB-R, NYSLAT, and other Standardized test scores.

Strategic Plan Professional Developmental Goals:

- **CURRICULUM:**

To develop staff understanding of district curriculum standards.

- **TECHNOLOGY:**

To use technology to enhance teaching and learning.

- **ENGLISH LANGUAGE LEARNERS:**

To recognize and address the particular needs of English Language Learners.

- **SPECIAL EDUCATION:**

To recognize and address the particular needs of Special Education Students.

- **ASSESSMENT:**

To provide staff with knowledge and skills to understand, acquire, and use a repertoire of assessment strategies.

- **TEAM BUILDING:**

To build capacity of teams to work together toward a common purpose.

- **LEADERSHIP:**

To grow leadership capacity among staff.

Goals and Objectives:

Although all of our long-range goals are important to the accomplishment of our mission, improvement of student achievement is the priority goal of this strategic plan. The other four goals are critical to accomplishing the goal and objectives in student achievement.

1 - Student Achievement –

We aim to create and support standards-based 6-8 curriculum, instruction, assessment, and related educational opportunities to improve student achievement.

1.1 Aim to fully implement 6-8 ELA, Math, Social Studies, and Science curriculum.

1.2 Aim to increase student writing opportunities across the grades and curriculum.

1.3 Aim to build connections and linkages between educational opportunities sponsored by the JHS 231Q Community and the student achievement goals of the schools.

2 - Communication –

We aim to establish and promote a system of timely and equitable communications within the JHS 231Q Community.

2.1 We aim to establish guidelines for communication between faculty and administration.

2.2 We aim to increase opportunities for dialogue among teachers, parents, and the school.

2.3 We aim to improve communication between the community and schools through a variety of methods.

3- Staffing –

We aim to build the capacity and resources to recruit and retain a high quality, diverse, and committed staff.

3.1 We aim to hire a highly qualified staff.

3.2 We aim to develop a career ladder plan for staff.

3.3 We aim to aggressively recruit innovative staff.

4- Resources –

We aim to identify, pursue, and obtain all traditional and non-traditional resources in order to maximize learning opportunities for the JHS 231Q community.

4.1 Aim to move toward a budgeting process supported by school-based management and identified needs of students.

4.2 Aim to explore the hiring of a full-time person to coordinate grant writing, development, and voluntarism.

4.3 Aim to establish systems to advocate for government funding (urban) in order to meet mandated services and achievement standards.

5- Parent Engagement –

We aim to increase overall parent participation in raising student achievement.

5.1 Aim to target parents of minority populations to increase their participation in the school community.

5.2 Aim to increase opportunities for parent involvement in and contributing to the school community.

Parent and Community Involvement

Community support comes from many organizations, ranging from the McDonald's and Golden Krust, to the American Red Cross and the March of Dimes. These organizations provide tutors, trophies, honor roll certificates, holiday baskets, and special programs or concerts, and

incentives. We plan to make use of these resources to enhance the community/parent involvement in our school which, would benefit the ELLs and the overall school wide population. The JHS 231Q community rates the school climate as good. On an informal survey parents/guardians indicated that the school provides a safe environment and a facility conducive to learning. JHS 231Q has a PTA that hosts events aimed at improving homework activities and communicates principles and goals to the community at large.

Parental Support

The relationship between families and the school is mutually beneficial. A number of parents participate in PTA meetings, conduct annual fundraisers (such as raising money for an after-school library), and serve on committees. In addition, parents will be encouraged to volunteer in the classroom to read with students and participate in other academic activities. In turn, the school staff stays in close contact with parents through teachers who serve as parent advisers to ensure continuous communication. The school will also sponsor informational events such as a program on college financing/Financial Literacy. Finally, the school staff will work with parents to help them understand the academic program and the assessment portfolio process.

School staff currently holds orientation sessions for families of grade 6-8 to acquaint them with the school, the curriculum, and the students' day. Teachers and school staff will continue this outreach with monthly workshops to familiarize parents with school programs like Action 100 and Writing Matters. Parents are invited on class field trips and kept informed about the expectations of the state testing program. Each morning, parents are encouraged to drop-off their students and schedule appointments to visit classroom teachers before the school day begins. The school promotes an open door policy and parents know they are welcome at the school. All of these efforts have led to an increase in parent involvement and will progressively continue.

In addition to the parents, the surrounding community has shown its support to the school through special projects such as the March of Dime Walk, or Penny Harvest.

Strengthening Parent Involvement

Parents are notified of student progress during and at the end of each marking period through parent conferences, brunch, dinner, school and community activities; providing students and parents an informal setting to lower affective filters and report cards.

We encourage our parents to:

- provide a language-rich home environment by involving children in conversations and household routines in the home language
- encourage maintenance of reading skills in the home language
- Ask children about their school day, what they learned, and if they have homework

Supplementary Programs for Families

Saturday Parent Academy: ESL classes are offered to parents, accompanied by parenting workshops delivered in Haitian Creole by school staff on various topics of interest, including technology classes.

Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Pan American Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.

VI. Data Analysis

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2010-11, about 1/3rd of the ELLs are in 6, 1/3rd are in 7th grade and 1/3rd are in 8th grade. Of the 43 ELLs , 13 students are in the bilingual program.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level and not meet proficiency..

Data Trends

Based on the NYC ARIS data:

- 3 of our 43 ELLs have IEPs
- There are 5 Long-Term ELLs
- From 2008 to 2009 10.5% of the students went from intermediate to beginner; 47.4% went from either beginner to intermediate or intermediate to advance; and 42.1% remained unchanged.
- From 2009 to 2010 16.7% of the students went to a lower from the prior year; 16.7% obtained a higher level; 66.6% remained on the same level.

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.

- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Identified SIFE students will receive instruction in their native language to strengthen their literacy skills.
- Utilization of the Writing Matters to support ELLS in writing.
- Action 100 reading program which uses just right books to support reading comprehension.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals

- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL and TBE) to support rigorous instruction
- In the TBE classes, ensure that the CR Part 154 requirements is followed.
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	556,647	18,942	575,589
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,566	189	5,755
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,832	*	
4. Enter the anticipated 10% set-aside for Professional Development:	55,664	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 96.5
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.

3.5% of the staff is not highly qualified. All the teachers in that category are attending classes in order to meet the graduate degree requirements. The 5% set aside from the Title I allocations is used to assist teachers attending classes in order to become highly qualified in the area in which they were appointed.

* 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.

Title I Parent Involvement Policy and Parent-School Compact for JHS 231

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore **JHS 231**, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. **JHS 231**'s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community **JHS 231** will support parents and families of Title I students by:

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

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

JHS 231's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the **JHS 231** Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, **JHS 231** will:

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

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

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

JHS 231 will further encourage school-level parental involvement by:

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

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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.

JHS 231, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. **JHS 231** staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and

students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on

This Parent Involvement Policy was updated on January 5, 2010.

The final version of this document will be distributed to the school community on January 25, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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 Section IV-Needs Assessment

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

See Action Plans Located in Section VI

3. Instruction by highly qualified staff.

Although most teachers have acquired a master's degree in their respective fields, there are a few teachers who have not attained the highly qualified status. The non-highly qualified staff are attending degree bearing programs at local universities and are on track to complete the requirements. Professional development for these teachers is job embedded and offered by lead teachers, outside consultants and administrative staff in Literacy, Mathematics, Science and Social Studies.

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.

Based on classroom observations, student data and sample student surveys, we developed an ongoing professional development plan to further strengthen teacher skills so as to meet professional teaching standard #1 in the Continuum of Professional Development. In order to develop lessons that engage students in learning, teachers meet weekly with administrators and lead teachers to plan lessons and to analyze student data.

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

This school has a stable staff. As such, the emphasis is less on recruiting highly qualified teachers but rather on further developing and retaining teachers. The teachers that are not highly qualified are receiving tuition assistance to complete the required course work for permanent state certification. Highly qualified teachers participate in professional development offered by ASCD, a nationally recognized organization that support teaching and learning through the use of research based instructional strategies. Additional professional development in differentiation of instruction is provided by CEI-PEA, our school support organization.

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

Increasing parental involvement is of great importance. We developed strategies to improve communication between home and school as one of many steps to increase parent involvement. Additionally, parents need resources to help their children at home. To those ends we invested in two parent communication and parent resource tools, ONECALLNOW and our website, JHS231.com. Both resources provide parents with valuable information and resources to engage parents. One measure of parental involvement is PTA attendance. Our PTA attendance has increase by 400% from last year. In an effort to build on this success, we have developed a wide variety of workshops scheduled for evenings and Saturdays. These parent workshops provide parents with opportunities to develop technology skills, engage in art making and develop strategies to meet the psychosocial skills of young adolescents.

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.

Not Applicable

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

Teachers need real time data in order to make effective instructional decisions. As such, our teachers develop grade level unit tests. Teachers meet to analyze the interim test data including the ITA data from ACUITY to devise whole grade plans as well as student level strategies to meet the needs of all learners. The weekly departmental meeting times provide the infrastructure for this work to continue throughout the year.

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.

All students take ELA and Math baseline exams using SCANTRON in September. This data is analyzed in conjunction with the June ACUITY predictive to determine the reliability of the baseline tests. Additionally, students are assessed in October to determine the overall proficiency of each student. Teachers use the data to set targets for improvements in ELA and Mathematics. Also, the science team developed a baseline test aligned to the New York State science test. The questions were broken down by what is taught in each middle school grade. The analysis of the baseline science tests guides the instructional decisions of the science team

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.

With the support of CEI-PEA, our school support organization, services for violence prevention, nutrition programs and students in temporary housing are well coordinated. The office of Youth Development (OYD) worked with our SAPIS personnel and Guidance team to develop school wide plans to implement anti-bullying programs, peer mediation and Positive Behavior Intervention Supports (PBIS). The Office of School Foods and Nutrition Services (OSFNS) coordinates our nutrition programs which include meeting with student representatives on a monthly basis. These meetings provide a venue for students to share ideas as to nutritious food choices available in the student cafeteria. Lastly, our parent coordinator works with the guidance counselors and counselors from local area shelters to identify the needs of students in temporary housing. School set aside funds are used to provide assistance to students on an as needed basis.

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" ² Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ³ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>			467,583	<input checked="" type="checkbox"/>	
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>			18,753	<input checked="" type="checkbox"/>	
Title II, Part A	Federal			<input checked="" type="checkbox"/>			
Title III, Part A	Federal			<input checked="" type="checkbox"/>			
Title IV	Federal			<input checked="" type="checkbox"/>			
IDEA	Federal		<input checked="" type="checkbox"/>				
Tax Levy	Local	<input checked="" type="checkbox"/>			4,743,536	<input checked="" type="checkbox"/>	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

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

NCLB/SED Status: _____ **SURR⁴ Phase/Group (If applicable):** _____

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

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

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

There are 17 students in Temporary Housing

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

These students receive supports to help them assimilate to the school community including financial support to attend trips and other extra-curricular activities. Also, these students will be provided uniforms if their parents are unable to provide it. Additional support is provided through the afterschool program and school supplies and additional at risk counseling is available.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 231 Magnetech 2000					
District:	29	DBN:	29Q231	School		342900010231

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.0	92.9	92.0
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		89.9	90.1	89.0
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	138	304	285	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	298	296	330		47.8	75.0	78.0
Grade 8	369	329	326				
Grade 9	1	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		6	28	28
Grade 12	0	0	0				
Ungraded	1	2	0	Recent Immigrants - Total Number:			
Total	807	931	941	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	13	11

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	70	68	72	Principal Suspensions	262	144	57
# in Collaborative Team Teaching (CTT) Classes	13	38	36	Superintendent Suspensions	56	20	42
Number all others	53	55	58				

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	N/A	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	9	TBD	Number of Teachers	56	55	64
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	12	10
# receiving ESL services only	25	19	TBD				
# ELLs with IEPs	2	9	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
	2	1	2

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
	4	6	56	% fully licensed & permanently assigned to this school	100.0	100.0	96.5
				% more than 2 years teaching in this school	78.6	83.6	71.9
				% more than 5 years teaching anywhere	69.6	80.0	90.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	82.0	92.2
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers	83.2	87.7	89.8
Black or African American	93.1	92.2	92.7				
Hispanic or Latino	4.5	6.0	6.0				
Asian or Native Hawaiian/Other Pacific	1.4	1.0	0.6				
White	0.6	0.6	0.6				
Male	53.5	53.5	54.6				
Female	46.5	46.5	45.4				

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v		-	-		
Hispanic or Latino	-	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	v	v		-	-		
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v		-	-		
Student groups making	4	5	1	0	0		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D	Overall Evaluation:	P
Overall Score:	28.7	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:	4.9	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	15.8		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 531	District	School Number 231	School Name I.S. 231 MAGNETECH
Principal EMMANUEL LUBIN		Assistant Principal RITA BAFFOUR	
Coach RONNE GREEN		Coach	
Teacher/Subject Area MYRTHA ORPHEE/ESL		Guidance Counselor KARINE LABOSSIÈRE	
Teacher/Subject Area WALESKY BELZAIRE/BILINGUAL		Parent JOANNE MIDDLETON	
Teacher/Subject Area type here		Parent Coordinator KECIA PINCKNEY	
Related Service Provider ELLEN WIKOW		Other type here	
Network Leader ALTHEA SERANT		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	
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	980	Total Number of ELLs	46	ELLs as Share of Total Student Population (%)	4.69%
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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.
- 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].)
 - 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.
 - 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.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							2	3	10					15
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							14	9	8					31
Push-In														0
Total	0	0	0	0	0	0	16	12	18	0	0	0	0	46

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	32	Special Education	5
SIFE		ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	15									15
Dual Language										0
ESL	25			4		4	2		1	31
Total	40	0	0	4	0	4	2	0	1	46

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							2	3	10					15
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	2	3	10	0	0	0	0	15

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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	
	EL L	EP																		
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 L
Spanish							4	4	3					11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							2	3	5					10
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2						3
TOTAL	0	0	0	0	0	0	8	9	8	0	0	0	0	25

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

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.



75%	
50%	
25%	
	Dual Language
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)?

Programming and Scheduling Information

At JHS 231 Q we utilize the organizational model of pull-out for ESL and self-contained for the Transitional Bilingual Program. ESL students travel to the ESL teacher/class according to their mandated frequencies. The bilingual students spend the majority of their school day in their homeroom, and travel out to various electives such as music, visual arts, dance, and gym.

In the Transitional Bilingual Program the classroom environments are language rich, always supporting the language development of students by using realia, manipulative[s], graphs, models, visual aides, and technology. As the students develop fluency in English, instructional time in English instruction increases. Whereby, providing:

- Grade-level academic work in the student's native language so that the student maintains academic progress while developing English proficiency.
- Help ELLs attain English language proficiency.
- Help ELLs meet or exceed New York State and City standards.

The ESL teacher has developed a school-wide program/schedule which clearly outlines the amount of time and days that each student must report to her for service. All related classroom teachers and service providers have been notified in writing of their students' schedule so that they are well aware of the mandated number of instructional minutes. The following outlines each proficiency level units required for each sub-group of ELLs –

1. Beginning level receives 360 minutes per week of ELL; 90 minutes per day of NLA
2. Intermediate level receives 360 minutes per week of ELL; 90 minutes per day of NLA
3. Advanced level receives 180 minutes per week of ELL; 45 minutes per day of NLA

The self-contained program (TBE) teacher allows approximately 50% of the instructional time to teach explicit ELA and NLA. The implementation of our transitional bilingual program fosters active learning with the emphasis on technology (i.e. Internet, Microsoft Word, Excel...), multi-age grouping, and project-based learning.

Instructional blocks for TBE program

The curriculum for TBE students that are at or near grade level in native language literacy include several content courses taught in the native language. English is systematically introduced in the content. The balance of the courses taught in the native language steadily decrease as students develop English proficiency and literacy skills to participate fully in all-English content courses.

Students with Interrupted Formal Education or SIFE requires special attention. The SIFE ELLs receive extended instructional time, which is offered through after-school classes or tutoring, Saturday programs, and/or summer programs. We provide our SIFE students courses in small groupings. Small-group work in the supplemental program is important to meet the diverse needs of learners. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level/course standards. Extended-day support and one-to-one tutoring is provided to students who require additional support to meet standards.

Instructional Plan for New Comers - Supplemental Academic Support Programs

Collaborations with colleagues are an essential component to the success of our programs. The LAP team meets weekly to develop and evaluate curriculum. The members focus on planning interdisciplinary projects that meet the needs of students in a multi-age setting; by paying careful attention to students' evolving knowledge of their subjects (reading, math, and others), teachers group their students by ability and instructional needs and proficiency levels in English.

The language teacher chooses content passages which illustrate the language structures and/or functions that are taught. The school purchases additional resources to support and augment ELL learning. Sustained support at grade level for both English language and academic-content acquisition is the answer based on research findings. Listed below are the rationales for our supplemental academic support programs that we plan to have in place:

- total physical response
- language experience approach
- communicative-based methodologies
- honor silent period but encourage talk through purposeful and communicative learning opportunities
- pre-teach key concepts, skills, and academic language in English
- literacy development in English

We utilize the many programs and services that the Office of English Language Learners provides to facilitate our ELLs and their families with equity and access to an excellent education. We implement these strategies utilizing diverse venues, such as: Providing, professional development to staff, including teachers, administrators, school staff and parents through forums, events, institutes, workshops and conferences. e.g., Quality Teaching for English Learners with WestEd, Native Language Arts and Literacy Institutes with Johns Hopkins' Dr. Margarita Calderon, and ELL Literacy and Leadership Institutes with leaders in the field of literacy.

We provide professional development which support the academic performance of our ELL students in the core content areas to our staff. We continue to apply for Targeted Funding; which are grants from the Office of ELLs targeting high-needs areas and program models ripe for expansion, providing funding for schools to plan, strengthen and share strategies that work.

We review and survey suggested solutions and pilot programs as a way to find innovative interventions to raise the performance of all ELLs, especially struggling learners. The Office of ELLs- sponsors interventions that have been successfully in other NYC schools:

Description of Activities for New ELLs

- Welcome letter in native languages from principal mailed home inviting parents and students to orientation week before school begins
- Orientation: Light collation; staff members who speak diverse native languages would be in attendance to address parents and students; information regarding school mission, school policy, curriculum, school schedule, class schedule, school supplies, school personnel, parent communication methods, after school programs, discipline code. Information to be presented in native language and package containing same information to be disseminated in native language. Information packaged in folder with school logo and WELCOME written in diverse native languages
- Brief PowerPoint presentation of activities LEP students participated in during the previous year (students in classroom situations, dance, drama, art, science lab/projects, field trips, after school activities, interaction with general population)
- Tour of the building
- Location and explanation of bulletin board where school announcements would be posted in native language throughout the current school year
- Tangible item to take home- T-shirt with school logo or school supplies with school logo

Instruction of Students with Interrupted Formal Education

We apply the following approaches with students with interrupted formal education:

- Intensive English language development instruction teaching social and academic language
- Reorganizing ESL teachers' schedules; English language instruction in a double period/block scheduling format
- Intensive literacy development
- Sheltered content instruction
- Allow for flexibility in curriculum development; create a curriculum for SIFE students based on state academic standards, concentrating on essential knowledge and skills only. Teachers' collaboration to modify curriculum
- Modified scheduling
- Condensed supplemental courses that can help students make gains in reaching grade level in math, science and social studies
- Organize curriculum thematically; fewer topics, more time
- Team teaching
- Providing training in ESL techniques for content area teachers
- Collaboration of ESL and content area teachers, common planning and discussion, ongoing communication via e-mail about weekly language and content development planning
- Explicitly teaching SIFE students studying skills
- Extended-day opportunities
- After school tutorials and programs
- Stipends for teachers and instructional assistants for after school work/tutoring

- Extended experience outside of building (i.e. excursions)
- Individual tutoring: inviting volunteers to be tutors for SIFE students: college students, high school students, teachers, community volunteers
- Working with the businesses and colleges in the community (CBO's)
- Recruiting native language tutors
- Having a single counselor working closely with SIFE students
- Establishing "Buddy" system (peers as "buddies")
- Establishing mentoring system for SIFE newcomers (teachers as mentors)

We make sound decisions and adjustments to the curriculum and scheduling for our SIFE students so that they are able to make the most of their learning experience, achieve success in the new country, and become productive citizens.

Both ESL and the bilingual classrooms are equipped with libraries which contain books at the appropriate age and reading levels of our ELLs. The libraries contain books that reflect the various cultures of the new immigrant experience. Our ELLs use the Achieve 3000. This is a web-based program that assesses the reading levels of each student. This program then assigns individualized reading and writing tasks based on students' reading level. This resource also provides continuing support for our transitional students, SIFEs, and long-term ELLs.

We provide extra help and resources in the form of after school and weekend programs. The guidance counselors are planning to develop an orientation for newly enrolled ELLs and their parents that will take place in August. All after school programs and extracurricular activities have been made available to all ELLs.

Identification of ELLs with Special Needs

When ELLs are identified as potentially in needs of special education services, the pedagogues will confer with the school psychologist, school counselor, and parents/guardians to begin the referral process for cognitive and emotional assessment. Testing of students' who are not proficient in English is conducted by a trained language specialist to address the identified language need.

The bilingual education/ESL program and the special education department in the school are jointly responsible for the ESL student's progress. We remediate student disability by supporting instruction in the student's weaker language. Whenever possible, native language support is provided by teachers, paraprofessionals and tutors.

We provide an environment for our ELL's that provides good linguistic role models through cross-cultural interactions and academic learning experiences to support language development in both languages.

Professional Development and Support for School Staff

During the 2010-2011 school year, school leaders plan to administer a variety of ESL-based professional development sessions that will introduce, reinforce, and supplement ESL instructional methods school wide. Professional development will include data days; teachers will be allowed set time to review student data and collaborate for developing action plans for individual student based on need.

1. Learn and utilize new strategies to differentiate instruction for all learners.
2. Use various assessment methods in conjunction with #1 above will help raise academic achievement of all students and improve Standardize tests scores.
3. Develop at least one interdisciplinary unit to be taught in collaboration with another teacher.
4. Incorporate the use of technology into the curriculum.
5. Incorporate lessons to improve LAB-R, NYSLAT, and other Standardized test scores.

Strategic Plan Professional Developmental Goals:

- CURRICULUM:

To develop staff understanding of district curriculum standards.

- TECHNOLOGY:

To use technology to enhance teaching and learning.

- ENGLISH LANGUAGE LEARNERS:

To recognize and address the particular needs of English Language Learners.

- SPECIAL EDUCATION:

To recognize and address the particular needs of Special Education Students.

- ASSESSMENT:

To provide staff with knowledge and skills to understand, acquire, and use a repertoire of assessment strategies.

- TEAM BUILDING:

To build capacity of teams to work together toward a common purpose.

- LEADERSHIP:

To grow leadership capacity among staff. Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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To grow leadership capacity among staff.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parent and Community Involvement

Community support comes from many organizations, ranging from the McDonald's and Golden Krust, to the American Red Cross and the March of Dimes. These organizations provide tutors, trophies, honor roll certificates, holiday baskets, and special programs or concerts, and incentives. We plan to make use of these resources to enhance the community/parent involvement in our school which, would benefit the ELLs and the overall school wide population. The JHS 231Q community rates the school climate as good. On an informal survey

parents/guardians indicated that the school provides a safe environment and a facility conducive to learning. JHS 231Q has a PTA that hosts events aimed at improving homework activities and communicates principles and goals to the community at large.

Parental Support

The relationship between families and the school is mutually beneficial. A number of parents participate in PTA meetings, conduct annual fundraisers (such as raising money for an after-school library), and serve on committees. In addition, parents will be encouraged to volunteer in the classroom to read with students and participate in other academic activities. In turn, the school staff stays in close contact with parents through teachers who serve as parent advisers to ensure continuous communication. The school will also sponsor informational events such as a program on college financing/Financial Literacy. Finally, the school staff will work with parents to help them understand the academic program and the assessment portfolio process.

School staff currently holds orientation sessions for families of grade 6-8 to acquaint them with the school, the curriculum, and the students' day. Teachers and school staff will continue this outreach with monthly workshops to familiarize parents with school programs like Action 100 and Writing Matters. Parents are invited on class field trips and kept informed about the expectations of the state testing program. Each morning, parents are encouraged to drop-off their students and schedule appointments to visit classroom teachers before the school day begins. The school promotes an open door policy and parents know they are welcome at the school. All of these efforts have led to an increase in parent involvement and will progressively continue.

In addition to the parents, the surrounding community has shown its support to the school through special projects such as the March of Dime Walk, or Penny Harvest.

Strengthening Parent Involvement

Parents are notified of student progress during and at the end of each marking period through parent conferences, brunch, dinner, school and community activities; providing students and parents an informal setting to lower affective filters and report cards.

We encourage our parents to:

- provide a language-rich home environment by involving children in conversations and household routines in the home language
- encourage maintenance of reading skills in the home language
- Ask children about their school day, what they learned, and if they have homework

Supplementary Programs for Families

Saturday Parent Academy: ESL classes are offered to parents, accompanied by parenting workshops delivered in Haitian Creole by school staff on various topics of interest, including technology classes.

Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Pan American Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	4	10					19
Intermediate(I)							7	4	7					18

Advanced (A)							2	6	1					9
Total	0	0	0	0	0	0	14	14	18	0	0	0	0	46

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	8		3		0		0		11
7	5		9		0		0		14
8	3		11		0		0		14
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		6		3		0		13

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	9		3		1		0		13
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				
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)								

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

Part VI: LAP Assurances

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 29Q231

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:	556,647	18,942	575,589
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,566	189	5,755
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27,832	*	
4. Enter the anticipated 10% set-aside for Professional Development:	55,664	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
96.5

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	X			477,578	X	14-17 20-21
Title I, Part A (ARRA)	Federal	X			18,572	X	14-17 20-21
Title II, Part A	Federal			X			

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

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	23
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	X			4,339,690		