



IS 237

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25Q237
ADDRESS: 46-21 COLDEN STREET, FLUSHING, NY 11355
TELEPHONE: (718) 353-6464
FAX: (718) 460-6427

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS 237 **SCHOOL NAME:** Rachel Carson Intermediate School

SCHOOL ADDRESS: 46-21 Colden Street, Flushing, NY 11355

SCHOOL TELEPHONE: (718) 353-6464 **FAX:** (718) 460-6427

SCHOOL CONTACT PERSON: Robert Schwartz/
Sonia McKenna **EMAIL ADDRESS:** smckenn@
schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Judith Friedman

PRINCIPAL: Judith Friedman

UFT CHAPTER LEADER: Maria Wroblewski

PARENTS' ASSOCIATION PRESIDENT: Arley Fatma/Manisha Jadhav

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** CFN 209

NETWORK LEADER: Daniel Purus

SUPERINTENDENT: Diane Kay

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
Judith Friedman	*Principal or Designee	
Maria Wroblewski	*UFT Chapter Chairperson or Designee	
Arley Fatma	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ina Malkin	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	
Amandeep Singh	Member/Teacher	
Sharon Rosen	Member/Teacher	
Marilyn Sermon	Member/Parent	
Carolynnea Martinborough	Member/Parent	
Bernard Garcia	Member/Parent	
Manisha Jadhv	Member/Parent	
	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.

Rachel Carson Intermediate School resides in the heart of Flushing with a program designed to meet the needs of students in grades 6, 7, and 8. IS 237 is a barrier free school serving a large special education population with a wide variety of physical, learning, and emotional disabilities. IS 237 is a Title I school with more than 70% of its students receiving free or reduced priced lunch and it is anticipated that it will remain so.

The building is shared with the East West School of International Studies which serves approximately 550 students from grades 6 – 12. Certain rooms within the building are shared, such as the auditorium, cafeteria, and gymnasium.

IS 237 is microcosm of New York City, having a culturally diverse student population. Taking a closer look, one can see that the commonly identified individual sub groups (Asian, Spanish, black, and white) come from an array countries and/or cultures. Moreover, based on Home Language Surveys, more than forty (40) different languages are spoken in the homes of our students. While we often hear of the need for tolerance, our school community has embraced a higher standard. Acceptance and respect for the practices and beliefs of others is what we impart to youngsters. We have been most successful in this area, allowing all of us to work in an environment which is conducive to learning. While we face the multitude of behavioral issues commonly encountered by middle schools in New York City and across the country, incidents of prejudice are not among them. A review of all student suspensions, indicates that not a single one was due to racial or religious bias.

The vision for Rachel Carson Intermediate School 237 is reflective of the key elements which drove the decision to provide early adolescent students a place of their own within the organizational structure of school systems during the 1930's. Delivery of content area instruction is certainly crucial but not the only responsibility of any educational institution. At all levels, students bring age related issues with them when they enter school each day. From separation problems during students' earliest years in school to career decisions in later years, schools must be mindful of a lot more than the curriculum. Middle schools in particular face the significant challenge of serving clients who are working their way through the trials and tribulations of adolescent years. Therefore, we address such issues as decision making, peer pressure, and being a productive member of society on a daily basis.

Under the leadership of our principal, Judith Friedman, the vision which guides our efforts at IS 237 addresses both the cognitive and affective domains. All students are challenged by content area instruction delivered by highly trained teachers which is driven by the standards and curricula prescribed by New York State and City. Academic goals link standards, instruction, and assessments. Said instruction is delivered using child centered, skill based techniques. We seek to continually increase the level of academic rigor as content area instruction encourages development of critical thinking skills and serves as a vehicle to promote investigative thought. Learning in each specific

subject area is broadened to take place across the content areas. Further, we not only want students to learn, we want them to learn how to learn. Therefore, to increase the likelihood of success as they face more challenging material in middle school and beyond, we strive to impart organizational skills and sound study habits.

Integrated within the delivery of cognitive materials are a host of affective skills intended to guide youngsters to become independent, productive citizens within our multicultural society. Toward that end we strive to teach students to be respectful and aware of the needs of others, accept responsibility for their own actions, be good listeners and effective communicators, develop decision making skills, deal with anger, set personal goals, and become problem solvers.

Central to the achievement of our goals in both the cognitive and affective domains is the underlying design of class and teacher programs. Organizationally, this is accomplished through the creation of houses. This house structure allows for smaller settings within the larger school community with teams of teachers (representing the various content areas) working with the same classes. This model fosters incoming 6th graders' acclimation to secondary school and better allows teachers to address the needs of all students. Houses are composed of five general education classes and one special education class. Common times are built into the schedule in order to allow teachers the opportunity to share best practices, plan ways to integrate content area instruction, effectively implement mainstreamed instruction for students with IEP's, coordinate activities, and so much more. House members decide on a name for their house and generally occupy a section of the building for most of the day, providing students and teachers a sense of ownership of their learning environment.

Academic achievement is a driving force. A highly qualified teaching staff with expertise in their fields is dedicated to imparting skills in the various content areas. The administration at IS 237 is committed to ongoing professional advancement for teachers and para professionals in order to maintain high standards and foster growth.

Rachel Carson IS 237 is a Magnet School for the Arts and anticipates continued grant funding to support our quest to achieve academic excellence by integrating music, visual arts, theater, and dance into the various curriculum areas. The magnet program stresses NYS Learning Standards, cooperative learning, differentiated instruction, arts integration, and project based approaches to curriculum. Students are exposed to a wide variety of arts residencies both during and after school. It is our belief that inclusion of the arts generates greater interest and excitement which in turn deepens student understanding of core content. Further, it promotes an atmosphere of creativity, inquiry, and intellectual independence.

The advisory program provides support for both the cognitive and affective elements of our instructional program. On the cognitive side, teachers meet with small groups of students to provide remedial instruction. The nature of the small group allows teachers to interact with students so as to provide support in the development of affective skills as well. The implementation of the advisory program is accomplished by dividing the student body into small groups and assigning two teachers to each of the groups which meet four mornings per week for 37 minutes. General education groups have twenty students and special education groups have ten students.

We are fortunate to have the opportunity to work with partners with whom we collaborate on a number of initiatives and programs. Collaborations with the following organizations support us in implementing an instructional program which integrates content area learning and the arts: Roundabout, Magic Box, Flushing Town Hall, and Making Books Sing. While the aforementioned collaborations are for the benefit of all students, there are others which address the specific needs of two significant populations within our midst.

Achieve 3000 is a computer based language program which supports English Language Learners (ELL) and special education students. Students with special needs also receive the support of the Wilson reading program, a multifaceted phonemic approach to language instruction designed specifically for special education students.

In sum, the Vision outlined above guides us in preparing our students for an increasingly complex world and has been reduced to a succinct statement of our Mission which is posted throughout the school and on various communications. It serves as a succinct reminder of our over arching goal which reads as follows:

“Middle school education at IS 237 will emphasize the social, emotional, educational, and physical needs of our school community. It will strive to provide a safe and secure environment conducive to the exploration of each individual’s potential. Our focus is on the journey as well as the destination.”

Strategic Collaborations, Partnerships, and Special Initiatives

- Roundabout Theater provides us the opportunity to enhance English language arts with a theater component exposing students to writing, acting, and all aspects of theater production.
- Magic Box Production assists us in bringing the photographic arts to the instructional program.
- Making Books Sing
- Achieve 3000: computer based language arts program for ESL and special education students/parents.
- Rosetta Stone: a program for ESL (push in and pull out) to accelerate acquisition of spoken language
- Wilson reading Program: a multifaceted, phonics based approach to language instruction for all special education students in self contained classes.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	I.S. 237				
District:	25	DBN #:	25Q237	School BEDS Code:	342500010237

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	* 6	* 7
	* 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	* Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.6	95.4	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		93.5	91.8	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	328	323	341	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	331	346	399		70.7	70.3	87.3		
Grade 8	382	381	392						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		5	4	TBD		
Grade 12	0	0	0						
Ungraded	17	14	28	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	1058	1064	1160		95	88	135		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	72	93	100						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	35	37	35	Principal Suspensions	96	50	TBD
Number all others	57	45	52	Superintendent Suspensions	25	15	TBD
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	175	194	233	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	25	29	55	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	79	77	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	27	27	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	12	10	TBD
	4	2	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.3	0.2	0.0	Percent more than two years teaching in this school	78.5	80.5	TBD
Black or African American	8.1	7.8	8.3	Percent more than five years teaching anywhere	69.6	80.5	TDB
Hispanic or Latino	24.0	22.4	22.5				
Asian or Native Hawaiian/Other Pacific Isl.	62.1	65.4	65.3	Percent Masters Degree or higher	85.0	87.0	TBD
White	5.5	4.2	3.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.0	99.5	TBD
Multi-racial							
Male	56.3	52.3	54.9				

DEMOGRAPHICS							
Female	43.7	47.7	45.1				

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input type="radio"/> Title I Targeted Assistance	<input type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)		✓					
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:	✓		ELA:			
	Math:	✓		Math:			
	Science:	✓		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups		Elementary/Middle Level			Secondary Level		
		ELA	Math	Science	ELA	Math	Grad. Rate**
All Students		✓	✓	✓			-
Ethnicity							
American Indian or Alaska Native							
Black or African American		✓	✓	-			-
Hispanic or Latino		✓	✓				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander	✓	✓				
White	✓	✓	-			
Multiracial						
Other Groups						
Students with Disabilities	✓	✓			-	
Limited English Proficient	✓	✓				
Economically Disadvantaged	✓	✓			-	
Student groups making AYP in each subject	8	8	1		0	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	✓
Overall Score	93.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	10.5	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	21.8	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	52.2	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	9	Quality Statement 5: Monitor and Revise	✓
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?

Indicated below is a summary of the review of the educational program at IS 237. We have identified trends based on available data over time. Included are references to the strengths, accomplishments, and challenges we continue to face.

Language Arts: Three (3) years of student performance as indicated in The New York State Report Card: Accountability and Overview Report.

Language Arts

Group	2009-10			2008-09			2007-08		
	Perf. Index	Effective AMO	Made AYP	Perf. Index	Effective AMO	Made AYP	Perf. Index	Effective AMO	Made AYP
All	167	152	Yes	177	140	Yes	159	130	Yes
Black	152	144	Yes	165	133	Yes	141	122	Yes
Hispanic	158	148	Yes	170	137	Yes	151	126	Yes
Asian	172	151	Yes	181	140	Yes	164	129	Yes
White	167	140	Yes	173	130	Yes	163	120	Yes
Students w/ Disab	143	147	No	139	136	Yes	126	125	Yes
LEP	137	148	No	149	137	Yes	118	125 (safe harbor)	Yes
Econ. Disadv.	165	151	Yes	177	140	Yes	157	129	Yes

3 Year Analysis of ELA Performance for All Students

	<u>2009-10*</u>	<u>2008-09*</u>	<u>2007-08*</u>
Level 1	16%	1%	4%
Level 2	39%	22%	34%
Level 3	38%	67%	58%
Level 4	8%	9%	4%
Level 3 & 4	46%	76%	62%

* nySTART

In the 2009-10 school year, IS 237's State ELA Performance Index was 167 which met the target (AYP) for *All Students*. Two subgroups, Students with Disabilities and LEP, did not achieve AYP. This represents a decline over last year when all students and subgroups met AYP. Two years ago, the LEP subgroup met AYP via safe harbor.

In years past, participation rates impacted AYP attainment. An attendance incentive system was implemented which had and continues to have a positive impact in this area.

After a dramatic increase in 2008-09 in the number of students attaining a score of level 3 or above (76% in the 2008-09 school year compared to 62% the previous year), the percentage of all students meeting the Language Arts Standard decreased to 46% in the 2009-10 school year. This decline, while large numerically, appears to be in line with city and state wide results. Nevertheless addressing language arts skills for all students and the identified sub groups in particular has been noted as a need to be addressed.

Indicated below are additional details relating to subgroup data which will guide our planning as well as some of the reasons identified as causal factors. Also enumerated below are the planned and ongoing efforts and organizational structures which we will use to address the identified needs.

ELA Performance for Limited English Proficient (LEP) and Students with Disabilities

Analysis of the 2008-09 ELA test result data provided by nySTART ("Results by Student Group") indicates that 29% achieved at or above level 3 as compared to 4% in 2009-10.

With respect to the NYSESLAT administered during the 2009-10 school year, results indicated, as expected, that students scored better in the areas of listening and speaking than in the areas of reading and writing which require a higher level of language development. Specifically, 45% of tested students performed at advanced or proficient levels on the Listening and Speaking tests as compared to 24% on the Reading and Writing tests.

The achievement levels for students who took the NYSESLAT are shown below:

2007-08 NYSESLAT

Listening/Speaking: 14% beginner, 22% intermediate, 27% advanced, 37% proficient
Reading/Writing: 31% beginner, 30% intermediate, 22% advanced, 17% proficient

2008-09 NYSESLAT

Listening/Speaking: 16% beginner, 25% intermediate, 23% advanced, 37% proficient
Reading/Writing: 35% beginner, 25% intermediate, 14% advanced, 25% proficient

2009-10 NYSESLAT

Listening/Speaking: 30% beginner, 26% intermediate, 21% advanced, 24% proficient

Reading/Writing: 48% beginner, 28% intermediate, 17% advanced, 7% proficient

Fewer students achieved advanced or proficient levels in 2009-10 as compared to the previous year. This is a direct result of an increased number of ESL students entering our school with little or no English language acquisition. Additionally, the revised timing of test administration may be an issue.

Looking back to the 2006-07 school year, the Students with Disabilities subgroup has met AYP each year until this past year. 12% of the students in this subgroup attained a level 3 and no one a level 4. The nature of students' disabilities is a factor. Changes in articulation patterns may have also had an impact. Our efforts and resources will seek to make a change in this area.

We will continue to organize based on the house structure which promotes interdisciplinary endeavors thus promoting language arts instruction in the various subject areas. Teachers' programs enable and encourage teachers to share ideas, best practices, and interact with the ESL teachers. A program modification will allow for a Collaborative Team Teaching model for ESL students as part of the effort to improve in this area.

We have successfully implemented a multifaceted literacy program supported by Balanced Literacy approach during an eight period literacy block, classroom libraries, activities such as poem in the pocket, monthly writing assignments (various genres). The workshop model has been professionally developed and is employed. Students are provided with opportunities to enhance research and language arts skills in the library media center and with the aid of computer technology available in our school. All teachers encourage the integration of language arts into the content areas. Classroom environments are rich in print, displaying learning activities and include word walls and word studies.

Additional elements of the multifaceted language arts instructional program will continue to be employed and monitored. Included among them are:

- Planning Guides – Units of Study in Reading and Writing, Curriculum Frameworks, ESL, curriculum mapping, introduction of Common Core Curriculum concepts
- Integration of the Arts into the literacy program
- Expansion of instructional time: AIS tutoring, counseling, after school academic programs, evening literacy classes which include parent and child
- Language arts and ESL classrooms employ the principles of the Workshop Model of instruction

Challenges

It is difficult to identify trends as there are significant changes in the students who comprise the ELL group from year to year. Additionally, students who achieve proficiency and test out one year are no longer part of the group.

A significant challenge we face in the advancement of English language skill acquisition is the diminished dependence on English in the community outside the school. Evidence of this is all around us. The preponderance of commercial signs in the downtown area for advertising as well as others which provide general information are not written in English. Some establishments only offer written material in languages other than English.

Nevertheless, we are proud of the strides we have made and continue to plan for improvement.

Mathematics: Three (3) years of student performance as indicated in The New York State Report Card: Accountability and Overview Report.

Mathematics

Group	2009-10			2008-09			2007-08		
	Perf. Index	Effective AMO	Made AYP	Perf. Index	Effective AMO	Made AYP	Perf. Index	Effective AMO	Made AYP
All	187	132	Yes	189	116	Yes	182	99	Yes
Black	154	124	Yes	168	108	Yes	142	91	Yes
Hispanic	174	128	Yes	183	112	Yes	167	95	Yes
Asian	196	131	Yes	195	115	Yes	193	98	Yes
White	179	120	Yes	182	105	Yes	172	89	Yes
Students w/ Disab	156	127	Yes	163	111	Yes	153	94	Yes
LEP	184	129	Yes	184	113	Yes	177	95	Yes
Econ. Disadv.	186	131	Yes	189	115	Yes	182	98	Yes

For the 2009-10 school year, IS 237's State Math Performance Index was 187 compared to 189 the previous year. The target Adequate Yearly Progress (AYP) for *All Students* and subgroups was achieved.

The attendance incentive system, put into place 2 year ago, continued to be successful as reflected by the fact that all subgroups attained the requisite participation rate.

3 Year Analysis of Math Performance for All Students

	2009-10*	2008-09*	2007-08*
Level 1	7%	2%	3%
Level 2	24%	9%	15%
Level 3	36%	51%	49%
Level 4	34%	38%	34%
Level 3 & 4	70%	89%	83%

2 Year Analysis of Math Performance for 8th Grade Students

	2009-10*	2008-09*
Level 1	7%	2%
Level 2	28%	7%
Level 3	36%	57%
Level 4	28%	34%
Level 3 & 4	64%	91%

Analysis of Math Performance by Grade: 2009-10

	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Level 1	7%	5%	7%
Level 2	22%	21%	28%
Level 3	37%	33%	36%
Level 4	33%	41%	28%
Level 3 & 4	70%	74%	64%

* nySTART

The number of students meeting or exceeding standards on the 2010 NYS Math Test decreased with 70% of *All Students* achieving at or above level 3. This is compared to 89% in 2009. The number of students performing at level 4 decreased to a lesser extent (to 34% from 38%). The percent of students performing at levels 1 & 2 increased from 11% in 2008 to 31% in 2010. This decline, while large numerically, appears to be in line with city and state wide results. Nevertheless addressing math skills for all students and particularly for 8th graders has been noted as a need to be addressed. We will target 8th graders as this sub group has the lowest percentage of students performing at levels 3 or 4 (64% of 8th graders vs 70% and 74% for 6th and 7th graders respectively).

Math Performance for Limited English Proficient (LEP) students

Analysis of the 2009-10 Math Test date provided by nySTART reveals that 60% of the LEP subgroup performed at level 3 or 4 as compared to 78% in the 2008-09 school year. Here too this is consistent with results across the city and state.

Historically, we have met with considerable success with regard to Math. We believe these accomplishments, are linked to some endeavors summarized below which, in making a needs assessment, will be incorporated into action plans for any goals related to math instruction.

Having found that it works well, we will continue to organize based on the house structure which promotes interdisciplinary endeavors bringing mathematics into the various subject areas. Teachers' programs enable and encourage teachers to share ideas, and best practices. The workshop model has been professionally developed with and employed by math teachers. The AP assists all teachers, encouraging the integration of mathematics into the content areas.

We will integrate Math into the curriculum areas. The MAC (Math Across the Content Areas) program initiative was introduced by Mrs. Friedman two years ago in her capacity as an assistant principal. It was embraced by the staff and has now become integrated into the ongoing instructional program. Student created displays throughout the school enhanced instruction and served as a visual reminder of math concepts to all children as they walked from class to class.

Challenges

As previously indicated, a significant challenge we face comes from within our community where there is a diminished dependence on English. This limits growth in literacy and impacts math results in so far as success on the new generation of math assessments requires the ability to solve verbal problems which involve reading comprehension and writing skills.

Science: Two (2) year over view of student performance based on New York State Accountability and Overview Report

<u>Science</u> Group	<u>2009-10</u>			<u>2008-09</u>			<u>2007-08</u>		
	<u>Perf. Index</u>	<u>Effective AMO</u>	<u>Made AYP</u>	<u>Perf. Index</u>	<u>Effective AMO</u>	<u>Made AYP</u>	<u>Perf. Index</u>	<u>Effective AMO</u>	<u>Made AYP</u>
All	155	100	Yes	156	100	Yes	162	100	Yes
Black	117	100	Yes	-	-	-	-	-	-
Hispanic	155	100	Yes	151	100	Yes	160	100	Yes
Asian	162	100	Yes	157	100	Yes	166	100	Yes
White	-	-	-	-	-	-	-	-	-
Students w/ Disab	129	100	Yes	117	100	Yes	129	100	Yes
LEP	140	100	Yes	88	100	No	126	100	Yes
Econ. Disadv.	153	100	Yes	151	100	Yes	160	100	Yes

For the 2009-10 school year, IS 237's State Science Performance Index for all students was 155 compared to 156 the previous year. The target Adequate Yearly Progress (AYP) for *All Students* and all subgroups was met. In 2008-09 AYP was not achieved by the LEP subgroup. The Performance Index in 2008-09 year was 88. On the most recent test the Performance Index increased dramatically to 140. This is significantly higher than it has ever been. We will continue to focus on science interventions for the LEP subgroup as we seek to maintain a high level of instruction for LEP students in this content area.

Challenges

Language acquisition is central to success in science as content is delivered in a manner which is largely verbal and written. The precipitous drop in the Performance Index between 2007-08 and 2008-09 is something we do not want to revisit and as such will be addressed in Section VI.

Quality Review

Another resource used to assess our needs for the coming year was part of the most recent Quality Review. It made reference to several areas of accomplishment and provided us with the following challenge: address the need to increase the quality of instruction so as to move students performing at all levels forward. In sum, raise the level of academic rigor. This notion is an underlying theme throughout our instructional program.

Accomplishments:

A number organizational structure and procedures will provide the context within which we will address the needs identified below. They have proven to be successful and will remain in place. These include houses examining objective data for each child, using it to plan instructional strategies, and assess implemented interventions. Teachers, within their houses, will also examine subjective data to evaluate progress in curriculum areas, plan, and evaluate. Teachers will build an item analysis by question type and maintain a binder to serve as an ongoing reference.

Aids to School's Improvement

The Middle School Principles which guide the cognitive and affective aspects of the instructional program as well as the design of teachers' programs assist in seeking growth. Indicated below is a summary of the program elements and other details which assist us in achieving improvement.

- Classes are organized in houses. They generally consist of six (6) classes: one (1) SPE class and four (4) others organized in a heterogeneous fashion as well as one (1) self contained special education class. Each house is given an identifying name by the house members. Teams of teachers are assigned to each house and meet on a regular basis to plan, monitor progress, and discuss strategies which address a students' individual needs. House structure provides for flexibility in programming and greater opportunity for interdisciplinary instruction.
- Staff development activities are designed to allow staff members to stay current with evolving trends that impact instruction, provide an opportunity for introspection, and highlight information that will assist us in accomplishing our goals. Professional development bridges the gap between theory and implementation.
- Rubrics are posted in all classrooms affording students the opportunity to understand what they will need to do in order to get to a desired grade.
- Communication is an essential element for success. To that end, common prep periods are programmed for teachers so as to increase the level of congruence among classes. The open dialogue and the provision in the program allowing for parents to meet with groups of teachers during a single trip to school will continue to assist us in including parents in the educational process.
- Academic Intervention Services (AIS) are provided to students showing evidence of being at risk for promotion. AIS and techniques employed for addressing the needs of "at risk" students include the following:
 1. Extended day instruction is provided for "at risk" students.
 2. Application of instructional strategies which address alternate learning styles.
 3. Intra-class grouping activities address particular weaknesses or build upon given strengths.
 4. Block programming allows for flexible student programming within the houses so as to meet the needs of individual students. It also provides teachers with common preps for meetings where student progress can be discussed, ideas can be shared for dealing with problems individual students are facing, and ways to differentiate instruction for "at risk" students.
 5. There are after school programs which "at-risk" students are encouraged to attend. Parents are also contacted to encourage reluctant students.
 6. More in depth, formal interventions can be considered based on PPC recommendations.

Barriers to School Improvement

There are barriers which we face in our ongoing quest for improvement. They are largely language based. As noted, a characteristic of our geographic community is that there is a diminished dependence on English. Barriers have been indicated as "Challenges" in the sections above which address needs in varied content areas.

Conclusions

A careful analysis of the data, the most recent Quality Review, as well as an introspective view of our organization, curriculum, materials, supplemental services, instructional practices and the community has led us to identify areas in which we will focus our attention and resources. • Maintain ongoing efforts in the areas of math, science, and language arts with specific emphasis on the enumerated sub groups in specific areas.

- Increase the overall level of academic rigor.
- Refine and expand endeavors to gather, organize, and analyze data to support instruction.

- Refine ongoing efforts to increase English language arts skill acquisition for ESL students with particular focus on content areas noted.
- Continue to focus on Science proficiency for the LEP subgroup
- Address theme of Magnet School by enhancing content area instruction with the support of the Arts.

The Goals articulated in Section V, which follows, are an outgrowth of this Needs Assessment.

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, 6% of our English Language Learners will achieve at or above Level 3 on the New York State Language Arts Assessment.

Description: Based on an analysis of the data provided by nySTART, an ESL population with significant English language deficiency which is growing in numbers, and the previously enumerated challenges to language acquisition within the community; the SLT has determined that effort and resources should be allocated toward this goal.

Goal #2. By June 2011, the LEP subgroup will demonstrate continued improvement regarding the state Science standards as evidenced by an increase of 2% on the New York State Science Assessment's performance index.

Description: Despite growth in the area of science last year as indicated on the New York State Report Card, given the large ESL population in our school and the previously enumerated challenges to language acquisition within the community; the SLT has decided to continue to make ESL science instruction a key area of concern.

Goal #3. By June 2011, 68% of Grade 8 students will achieve at or above Level 3 on the New York State Math Assessment.

Description: The current data provided by nySTART indicates a decline in the percent of all students performing at levels 3 or 4 with fewer 8th grade performing at desired levels than the other two grades. Therefore, the SLT has determined that a goal for the coming year focus on this issue.

Goal #4. By June 2011, the New York State Report Card, Accountability and Overview Report will indicate that the Students with Disabilities sub group achieved AYP in Language Arts.

Description: Given that the New York State Report Card, Accountability and Overview Report indicated that the Students with Disabilities sub group did not achieve AYP in Language Arts, the SLT has determined that resources be allocated to increase the level of achievement.

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: ELA

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 6% of our English Language Learners will achieve at or above Level 3 on the New York State Language Arts Assessment.</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"> • We will continue to employ an ESL, collaborative team teaching model for ELL students (CTELL) which provides additional resources in order to fortify ESL instruction. A licensed ESL teacher will be assigned to each grade level CTELL class and will push into content area subjects. Other assigned ESL teachers also pull out groups, which may be cross graded, based on students’ NYSELAT scores. (TL; C4E; Title III)* • A bilingual guidance counselor will employ ESL methodology to promote literacy skills and to address varied adolescent issues such as socializing, decision making, peer pressure, academics, high school articulation, in a guidance setting. (Title I Translation; Title III)* • Professional development in the area of test construction and questioning skills aligned with NYS standardized assessments and Common Core State Standards will be provided on an ongoing basis. (Title I ARRA)* • Teacher teams will be created to expand and enhance Inquiry work to assess the needs of ELLs and to develop strategies to meet those needs through the use of one extended day time block of 37.5 minutes per week. (TL FSF)* • Before and after school programs led by both ESL and general education core subject teachers will be offered to provide additional support in developing ELA skills and test taking strategies. (21st Century Grant and Title III)* • We will continue to use the Achieve 3000 and Rosetta Stone computer programs to support in-school and at-home learning of intermediate and advanced ELLs (TL

	<p>Software Funds)*</p> <ul style="list-style-type: none"> • Translation services will be provided on an ongoing basis to support ELL students and their families (Title I and Title III Translation)* • Evening Family Literacy Programs in technology and the acquisition of ELA skills will be offered twice weekly to further support ELL students and families (Title III; 21st Century)* • Network Support Specialist will provide and coordinate professional development workshops for general education teachers to assist them in developing instructional strategies to address the content learning needs of ELLS. (Title I SWP per session)* • Residency programs and assembly programs integrating English Language Arts and the visual and performing arts will be provided for all students, including ELLs, to support listening, speaking and writing skills (Magnet Grant; Title I SWP; Title III)* • AIS services will be provided to small groups of ELLs as part of our Extended Day/Advisory Program (TL)* • Professional development geared toward improving writing skills consistent with newly adopted Core Curriculum State Standards will be provided by the principal and assistant principals during teacher team meetings and department conferences. (TL) <p>* Parenthetic reference for in-school usage.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>These endeavors will be supported by staff members (administrators, teachers, paraprofessionals), services provided by professionals and/or consultants, collaborations with various organizations, after school programs for students, evening programs for parents and students.</p> <p>Funding sources include tax levy, federal funding (Title I, possibly Title I ARRA, Title III), C4E funds if available, 21st Century Grant, as well as support from school wide fund raising efforts.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Ongoing review of teachers' informal classroom assessments. • As part of the formal observation process and during pre and post conference meetings • Ongoing informal classroom visits. • Review of lesson plans and classroom assessments • Feedback during house meetings attended by AP's. • Feedback during staff development sessions. • Use ACUITY assessment result to diagnose and prescribe courses of action. • Trend in students' grades in core subject area.

	<ul style="list-style-type: none">• Attendance at after school programs
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Subject/Area:

Science

<p>Annual Goal #2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the LEP subgroup will demonstrate continued improvement regarding the state Science standards as evidenced by an increase of 2% on the New York State Science Assessment’s performance index.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Employ a Collaborative Team Teaching model within the ESL program in order to fortify and provide additional instruction to ESL students. The design calls for a licensed ESL teacher to assigned to each grade CTTELL class (3 teachers). Additional ESL teachers also pull out groups based on level (beginner, intermediate, advanced).• ESL teachers meet regularly with houses involved with assigned grade. These occur formally during regularly programmed house meeting periods allowing for sharing with respect to content, language, and individual student issues. There are also informal meetings as needed.• In order to address the LEP subgroup’s failure to meet AYP on the most recent NYS Science Assessment ESL teachers will work directly with Science teachers. Science teachers will gain a familiarity with ESL instructional methods which they can incorporate within their own instructional program. ESL teachers will gain a familiarity with science vocabulary, jargon, and content so as to be able to incorporate supportive elements within their smaller ESL instructional groups.• Science teachers will design classroom tests which are aligned with NYS Science test requirements and formats.• One science teacher will meet with 8th grade ESL students in an after school program conducted twice per week in order to support development of required science skills.• ESL teachers will be aware of NYS Science test requirements and formats enabling them to modify tests for ESL students and incorporate same where appropriate within their own instructional programs and formative assessments.• LEP population to be a focus of school Inquiry Team• (funds permitting) After school programs for beginner ESL students will support language acquisition and science content area instruction.• Evening family literacy programs for ESL students and their parents will support language acquisition and computer literacy.• We will employ the services of an ESL guidance counselor trained and licensed in ESL who will employ ESL methodologies to promote literacy skills in a guidance setting

	<p>while addressing the varied adolescent issues. Listening, speaking, reading, and writing skills are supported as students develop and maintain journals relating to such things as socializing, decision making, peer pressure, and high school articulation.</p> <ul style="list-style-type: none"> • Interim assessments & ITA's to provide diagnostic and prescriptive information. • ESL goals are developed specific to LEP population. • Rosetta Stone a computer program for beginner ESL students • Achieve 3000: a computer based language arts program for ESL and special education students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>These endeavors will be supported by staff members (administrators, teachers, paraprofessionals), services provided by professionals and/or consultants, collaborations with various organizations, after school programs for students, evening programs for parents and students.</p> <p>Funding sources include tax levy, federal funding (including SWP Title I, Title III), C4E if available, 21st Century Grant, magnet funds as well as support from school wide fund raising efforts</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • ESL and Language Arts subject supervisors will monitor instructional programs on an ongoing basis. • The science department supervisor will assess efforts to extend the quantity of science instruction to which LEP students are exposed. • Review of lesson plans and classroom assessments • Grade level supervisors will monitor interaction of ESL and all content area subject teachers at house meetings and elsewhere. • Science teachers will monitor ESL students' progress on classroom assessments and share information with ESL teachers. • Review of item analysis of interim assessments • Informal observations

Subject/Area:

Mathematics

<p>Annual Goal #3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 68% of Grade 8 students will achieve at or above Level 3 on the New York State Math Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Professional development in the area of test construction and questioning skills aligned with NYS standardized assessments and Common Core State Standards will be provided on an ongoing basis. (Title I ARRA)*• Supervisors will monitor teachers’ plans and classroom assessment to determine evidence of standards based construction and content. (TL)*• Teacher teams will be formed to expand and enhance Inquiry work to analyze student performance on standardized tests as well as on classroom assessments in order to determine areas of strength and weakness. Working collaboratively during a weekly 37.5 minute extended time block, math teachers will develop instructional strategies and focused assessments to address students’ needs. (TL FSF)*• Math teachers will collaborate to begin the development of curriculum maps that are aligned with Common Core State Standards. (Title I SWP per session)• After school AIS programs will provide small group instruction for students who need additional support in developing and applying math skills. (21st Century Grant)*• Technology training in the use of SMART Boards will be provided for teachers to enhance instruction for all students (Title I SWP per session)*• Special education teachers and general education teachers collaborate to provide math instruction for special education youngsters, focusing on specific areas of need such as reinforcement of computational skills and test taking strategies.• Extended day/advisory groups based on individual students’ performance on the NYS Math Assessment will be formed to address student’s needs in small group settings.• Increased communication with parents of all students, including ELLs and Special

	<p>Education youngsters will continue so as to increase parental involvement. (Title I, Title III Translation)*</p> <ul style="list-style-type: none"> • Periodic assessments, ACUITY, will be administered to all students as scheduled by NYCDOE. Item analyses will be performed to identify and address specific areas of weakness and strength in students' performance. • Professional development geared toward improving math skills and competencies consistent with newly adopted Core Curriculum State Standards will be provided by the principal and assistant principals during teacher team meetings and department conferences. (TL)* <p>* Parenthetic reference for in-school usage.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>These endeavors will be supported by staff members (administrators, teachers, paraprofessionals), services provided by professionals and/or consultants, collaborations with various organizations, after school programs for students, evening programs for parents and students.</p> <p>Funding sources include tax levy, federal, and Magnet Grant.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • This is a yearlong program. Throughout the year the delivery of internally and externally provided professional development services will be monitored and assessed by supervisors. Classroom instructional services as well will be monitored and assessed by supervisors. Said supervision will result in adjustments as necessary. • Periodic ACUITY assessments will be administered to all students as scheduled by NYCDOE. Item analyses will be performed to identify and address specific areas of weakness and strength in students' performance. • Supervisors and teachers will monitor and assess student progress as UbD philosophy is brought into classrooms. Teachers will conduct and document UbD units of instruction and review of student projects. • Weekly meeting time is built into the program which will enable supervisors and teachers to discuss and assess how to make most effective use of these services, how Arts infusions with the instructional program are working, and how to modify plans as needed. • Student displays, performances, and products demonstrating integration of the arts and the core subject areas. • Teachers' interest as evidenced by further voluntary participation in workshops.

Subject/Area:

ELA

<p>Annual Goal #4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the New York State Report Card, Accountability and Overview Report will indicate that the Students with Disabilities sub group achieved AYP in Language Arts.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Elements of the Wilson program will be used within groups of 12:1 and 12:1:1 classes based on need.• SETSS teachers will use the Wilson program within their pull out groups.• Incentives will be provided to promote attendance in after school AIS programs.• Resources are to be used to reach out to parents in order to promote attendance and diminish lateness to early AM advisory groups.• Training will be provided for the entire staff (including paraprofessionals) so as to assist targeted group in small group instruction.• Special education teachers will be hired to work in after school programs targeting the Students with Disabilities subgroup.• Students with IEP's who are assigned to CTT classes will receive additional pullout instruction in Language Arts based on need.• Internet language arts resources (News-2, Symbol Sticks) will be provided to address reading comprehension with the support of visual aids.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>These endeavors will be supported by staff members (administrators, teachers, paraprofessionals), services provided by professionals and/or consultants, collaborations with various organizations, after school programs for students, evening programs for parents and students.</p> <p>Funding sources include tax levy and federal programs.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none">• Pre and post tests are part of the Wilson program and will be used as interim assessments to measure growth and guide instruction.• Classroom instruction will be assessed by supervisors so as to monitor progress toward attainment of the goal.• Teachers will design informal assessments in order to assess progress and guide instruction.• Weekly meeting time is built into the program which will enable supervisors and teachers to discuss and assess how to make most effective use of resources.

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	71	43	20	14	13	0	2	0
7	79	50	24	17	15	0	0	0
8	85	58	26	20	20	0	1	0
9								
10								
11								
12								

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

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Achieve 3000: A computer based language arts program for ESL and special education students in class settings during the day. • Rosetta Stone: a computer based program targeting listening and speaking skills used during the school day used one to one in small group settings. • CTTELL Program: A Collaborative Team Teaching Program for ELL students. On each grade, one class is designated as a CTT class. Resources are allocated to provide additional assistance to ELL students. The program design has a licensed ESL teacher working in the classroom with the subject area class teachers. • Arts oriented after school programs. Classes are designed for small groups of students demonstrating talent or interest in one of the performing or visual arts. • Queens Child Guidance Program (OST): An after school program with academic, recreational, and meal components. • Advisory Program: The extended day program which operates before school for mandated students in small groups. The focus is on literacy and math. There is also a literacy based program which addresses adolescent issues. • Emergency Resource Room and Counseling Services: A one to one service for general education students identified by the principal and the PPC as being ‘at risk.’ Short term (10 weeks) intervention based on student need. • Wilson Program/Just Words: A phonics based program which provides academic support for the neediest students in the area of reading. Identified students receive 5 periods of small group instruction with a teacher who has been specifically trained in the Wilson program. • Family Literacy Program: This is part of the evening program meets to promote family literacy. • Reading tutorials: after school small group instruction
Mathematics:	<ul style="list-style-type: none"> • Advisory Program: The extended day program which operates before school for mandated students in small groups. The focus is on literacy and math. • CTTELL Program: A Collaborative Team Teaching Program for ELL students. On each grade, one class is designated as a CTT class. Resources are allocated to provide additional assistance to ELL students. The program design has a licensed ESL teacher working in the classroom with the subject area class teachers. • Queens Child Guidance Program (OST): An after school program with academic, recreational, and meal components.

	<ul style="list-style-type: none"> • Emergency Resource Room and Counseling Services: For general education students identified by the PPC as being ‘at risk.’ Short term (10 weeks) intervention based on student need.
Science:	<ul style="list-style-type: none"> • CTTELL Program: A Collaborative Team Teaching Program for ELL students. On each grade, one class is designated as a CTT class. Resources are allocated to provide additional assistance to ELL students. The program design has a licensed ESL teacher working in the classroom with the subject area class teachers. • ESL teachers will work directly with Science teachers in their classes during the school day. Science teachers will gain a familiarity with ESL instructional methods which they can incorporate within their own instructional program. ESL teachers will gain a familiarity with science vocabulary, jargon, and content so as to be able to incorporate supportive elements within their smaller ESL instructional groups. • Teachers plan for and provide differentiated instruction within the classroom setting in before and during settings. • Students, in small groups, receive ESL instruction and appropriate content area instruction as well. The target population is Title I LEP students. Instruction is provided on Saturday mornings for four (4) hours at IS 237. • ERSS tutoring for small groups of AIS students. • Homework Help: after school small group tutoring
Social Studies:	<ul style="list-style-type: none"> • CTT (Collaborative Team Teaching) Program provides differentiated instruction on a push in basis to AIS students during the regular school day. • Teachers plan for and provide differentiated instruction within the classroom setting. • Homework Help: after school small group tutoring • ERSS tutoring for small groups of AIS students.
At-risk Services Provided by the Guidance Counselor:	<p>Individual and small group counseling</p> <ul style="list-style-type: none"> • ERSS • AIS
At-risk Services Provided by the School Psychologist:	<p>Individual and small group counseling</p> <ul style="list-style-type: none"> • ERSS • AIS
At-risk Services Provided by the Social Worker:	<p>Individual and small group counseling</p> <ul style="list-style-type: none"> • ERSS • AIS

At-risk Health-related Services:

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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.

Minor changes are as follows: 1) Funds will be used this year to purchase educational software. 2) Funds will be used this year for educational consult services. 3) The ELL subcommittee of the after school data inquiry team will not be funded this year.

The program employed at IS 237 is a multi-faceted model involving pull-out classes, push-in services, collaborative team teaching, and self contained (beginner) ESL classes. There are five (5) licensed ESL teachers who provide services to our LEP population. Four classes are comprised solely of ESL students at the beginner level. Students are assigned to classes and provided with periods of instruction based LAB-R placement tests and NYSESLAT results. The language arts are taught with ESL and ELA standardized assessment methodologies in mind in order to maximize performance levels.

ESL teachers work within their houses and with grade assistant principals. The house structure, which is central to the school’s programming, allows for ESL teachers to work their students’ teachers in all the content areas in order to coordinate their efforts. Common meeting times are built into teachers’ programs to facilitate the sharing of ideas and issues relating to individual students.

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.

- Informal test construction and questioning skills aligned with NYS standardized assessments.
- Instruction and the Common Core State Standards
- ELL staff development at house meetings provided by ESL teachers
- ESL teachers attend various conferences
- ESL Inquiry Team to conduct turn-key training for content area teachers
- Network Support Staff (NSS) to conduct PD for content area teachers on ESL instruction techniques
- ESL Best Practices

Section III. Title III Budget

School: 25Q237 BEDS Code: 34-25-00-01-0237

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)	\$35,274	18 hrs @ \$49.89/wk for 25 weeks, 7 hrs @\$52.24/wk for 25 weeks, 2 hrs @ \$53.63/wk for 25 weeks, coverage for training

- Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts.	\$8,500	Educational consultants (Roundabout, \$6,000) Multi-cultural assembly programs (\$1,500)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$475	Supplemental reading material, workbooks
Educational Software (Object Code 199)	\$6,593	Rosetta Stone software (\$5,118) Achieve 3000 software (\$1,475)
Travel	-	
Other	-	
TOTAL	\$50,842	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The following were used to determine the translation needs of our school: 1) Ethnic data from ATS and School Reports, 2) New Admission Surveys, and 3) ESL Program enrollments. We have found that the following language groups need to have their needs addressed: Chinese (Mandarin and Cantonese), Spanish, Hindi, Urdu, and Korean. These are the major language groups in our school with some Russian.

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.

Written translations are needed for the Monthly Newsletters, Official Letters (Suspensions, etc.), and explanations for Report Cards. Oral interpretation services are needed for the Parent Teacher Conferences (Evening and Afternoon), PTA Meetings, and ESL Orientation. In addition, we plan Parent Workshops dealing with a variety of topics throughout the school year which require the services of translators

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.

Written translations are needed for the Monthly Newsletters, Official Letters (Suspensions, etc.), and explanations for Report Cards.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are needed for the parent Teacher Conferences (Evening and Afternoon), PTA Meetings, and ESL Orientation. In addition, we plan Parent Workshops dealing with a variety of topics throughout the school year which require the services of translators. Hardware has been purchased which will support endeavors in this area.

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>.

Newsletters and others important documents are translated into different languages. Translators are available at PTA meetings and parent-teacher conferences. Translators are obtained as necessary and made available at individual meetings with principal, assistant principal, deans, and/or teachers. Various workshops are provided in other languages for more effective dissemination of information ie., high school application process and orientations.

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:	\$789,057	\$24,707	\$813,764
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,890	\$247	\$8,137
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$39,453	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$78,905	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
 ___99.5%___(Note: This is indicated for 2008-09 but should be the same for 2009-10 if data was shown.)

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.

There is one teacher who is certified as a 7-12 Teacher of Mathematics. He has a 6th grade math program. His assignment was endorsed by DOE officials. However, he is not included among the highly qualified teachers on our BEDS Report.

* 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.

Rachel Carson Intermediate School 237Q
46-21 Colden Street
Flushing, New York 11355
(718) 353-6464 Fax: (718) 460-6427

Judith Friedman, Principal

Carla Brathwaite, Assistant Principal
Stephen Galizia, Assistant Principal
Jeannine Strong, Assistant Principal

2010-11 School Parental Involvement Policy

I. General Expectations

IS 237 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. IS 237 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)

The administration and the parent coordinator will work together to devise a plan. The following constituencies will provide input: administrators, parent coordinator, teachers, leadership team, PTA leadership. Appropriate venues will be employed to gather this information including cabinet meetings, PTA Executive Board meetings, Leadership Team meetings, faculty conferences, PTA meetings, meetings with parent coordinator, chats with the principal.

2. IS 237 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)

- parents invited to develop and participate in monthly walk-throughs
- parent surveys focusing on their concerns
- school wide programs
- inclusion in PTA meeting agendas (both Executive Board and general)
- interactive school website
- newsletters and various other written communications
- automated outgoing phone messages

3. IS 237 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

Parent involvement geared toward improvement of individual student academic and school performance is multifaceted. Issues relating to standards, promotion requirements, curriculum, assessment, etc. are addressed in two ways: as they impact the individual student progress and school wide performance. The coordinated plan to include parents as team members in meeting academic goals as outlined in the CEP include the following:

- inclusion in PTA meeting agendas (both Executive Board and general)
- information and data on website
- newsletters and various other written communications
- various organized orientations
- parent-teacher conferences
- parents invited to house meetings

4. IS 237 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
None
5. IS 237 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

To evaluate this Parental Involvement Policy input will be sought from the various constituencies enumerated above. An annual review will be conducted in May 2011. The principal and parent coordinator will elicit the conclusions from leaders/members of each group and through a variety of venues. The evaluative information gathered will be used in amending the Parent Involvement Policy. The people and venues involved include the following.

- principal & parent coordinator
 - Leadership Team
 - PTA President
 - teachers
 - interactive school website
 - PTA meetings (both Executive Board and general)
 - at orientations
 - School as Community Initiative
 - Family Literacy & Book Club Program
6. IS 237 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards

- ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - interactive school website
 - PTA meeting agendas (both Executive Board & general)
 - at various orientations
 - newsletters and other written communications
 - workshops
 - scheduled 'Chats with the Principal'
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
- house meetings
 - interactive school website
 - PTA meeting agendas (both Executive Board & general)
 - at various orientations
 - newsletters and other written communications
 - workshops
 - scheduled 'Chats with the Principal'
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- house meetings
 - interactive school website
 - PTA meeting agendas (both Executive Board & general)
 - at various orientations
 - newsletters and other written communications
 - workshops
 - scheduled 'Chats with the Principal'

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

Not applicable

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

The parent coordinator will monitor the dissemination of information in an appropriate manner and will report to the principal.

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

SCHOOL-PARENT COMPACT

I.S. 237 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-11.

Note: provisions bolded in this section are required to be in the Title I, Part A School-Parent Compact.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

I.S. 237 will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

The school will provide high quality curriculum and instructions in a supportive environment consistent with state and chancellor's standards as outlined in the Rachel Carson I.S. 237 CEP.

- **hold parent-teacher conferences (at least annually in elementary schools) during which the Compact will be discussed as it related to the individual child's achievement. Specifically, those conferences will be held:**

November and February of the school calendar.

- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

I.S. 237 will provide monthly newsletters, monthly school leadership meetings, team meetings, interim progress reports, and additional open house to celebrate student accomplishments and monthly chats with the principals.

Parent Responsibilities

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

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

ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES (REQUIREMENTS THAT SCHOOLS MUST FOLLOW, BUT OPTIONAL AS TO BEING INCLUDED IN THE SCHOOL-PARENT COMPACT)

I.S. 237 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics.

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 Section VI: Action Plans

3. Instruction by highly qualified staff.

See Section III: School Demographics and Accountability

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.
 - Planned Staff Development Endeavors Targeting the Theme of Raising the Level of Academic Rigor
 - PD topics enumerated in Section VI: Action Plans (test construction, questioning skills, standardized tests, Common Core State Standards)
 - Using the Arts to enhance content area instruction

- Various ELL PD enumerated in attached LAP
- Cluster network meetings (Principal)

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

n/a

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

- Various after school and evening activities
- PTA Meetings
- Various orientations
- Parent coordinator endeavors
- Magnet School funded activities include parents
- Parent workshops (evening literacy)
- Multi-cultural assembly presentations
- Middle school open houses

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

n/a

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

- School Leadership Team
- Inquiry Teams
- Faculty conferences
- Department conferences
- House meetings
- UFT Chapter Chair meetings
- PPC meetings
- Various informal meetings and interactions with staff members
- Grade level meetings
- Instructional Team meetings

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.

See Appendix 1

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.

n/a

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 (<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 ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>			789,057	<input checked="" type="checkbox"/>	Section VI: Action Plans
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>			24,707	<input checked="" type="checkbox"/>	Section VI: Action Plans
Title II, Part A	Federal			<input checked="" type="checkbox"/>			
Title III, Part A	Federal	<input checked="" type="checkbox"/>			50,840	<input checked="" type="checkbox"/>	Section VI: Action Plans & LAP
Title IV	Federal			<input checked="" type="checkbox"/>			
IDEA	Federal		<input checked="" type="checkbox"/>				

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.

Tax Levy	Local	R			7,585,501	R	Section VI: Action Plans
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

NOT APPLICABLE

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

NOT APPLICABLE

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

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

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

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

NOT APPLICABLE

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.)

None

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

n/a

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. 237					
District:	25	DBN:	25Q237	School		342500010237

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.6	95.4	95.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		93.5	91.8	88.5
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	323	341	338	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	346	399	410		70.7	87.3	88.4
Grade 8	381	392	434				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	4	35
Grade 12	0	0	0				
Ungraded	14	28	25	Recent Immigrants - Total Number:			
Total	1064	1160	1207	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					95	88	135

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	93	100	76	Principal Suspensions	96	50	39
# in Collaborative Team Teaching (CTT) Classes	37	35	35	Superintendent Suspensions	25	15	50
Number all others	45	52	60				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	79	77	73
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	27	27	12
# receiving ESL services only	194	233	TBD				
# ELLs with IEPs	29	55	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	12	10	28

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	2	33	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	78.5	80.5	95.9
				% more than 5 years teaching anywhere	69.6	80.5	84.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	87.0	86.3
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	96.0	99.5	92.8
Black or African American	7.8	8.3	8.5				
Hispanic or Latino	22.4	22.5	21.5				
Asian or Native Hawaiian/Other Pacific	65.4	65.3	66.7				
White	4.2	3.9	3.1				
Male	52.3	54.9	54.9				
Female	47.7	45.1	45.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	v	v				-	
Limited English Proficient	v	v					
Economically Disadvantaged	v	v				-	
Student groups making	8	8	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	65.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36						
<i>(Comprises 60% of the</i>							
Additional Credit:	9.8						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 209	District 25	School Number 237	School Name Rachel Carson
Principal Judith Friedman		Assistant Principal Jeannine Strong	
Coach n/a		Coach n/a	
Teacher/Subject Area Marilyn DeMauro/ESL		Guidance Counselor Lisa Levardsen/Rosalind Tseng	
Teacher/Subject Area Michele Eisenberg/ESL		Parent n/a	
Teacher/Subject Area Paula Izumi/ESL		Parent Coordinator Shirley Bryant	
Related Service Provider Speech: Pamela Papas		Other OT: N. Chulpayeva, S. Jung,	
Network Leader , Daniel Purus		Other Guid.: R. Tseng, L. Levardsen	

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	5	Number of Certified Bilingual Teachers		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	1211	Total Number of ELLs	332	ELLs as Share of Total Student Population (%)	27.42%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Identification, the Admission Process, and Placement:

Screening involves an assistant principal, a bilingual guidance counselor, and the pupil accounting secretary. The interview is conducted by the bilingual guidance counselor to ensure parental understanding. The process consists of administering the Home Language Survey and conducting an informal interview. Parents are provided with available choices with respect to programs. Students then admitted to our school are provided with an appropriate class program by the assistant principal based on the student's needs.

Assessment (initial and on-going):

The LAB-R is administered initially to assist in placement within the ESL, program with the teachers arranging for instructional time based on level. After the LAB-R is scored and the student is placed in the appropriate level (Beginner, Intermediate, and Advanced), services begin immediately pending teachers' interviews to assure proper placement. Informal interim assessments assist teachers in modifying instructional strategies. The NYSESLAT, along with other required formal assessments, are administered annually and provide information which is used instructionally and for placement.

Structures in place to ensure that all parents understand program choices:

A parent orientation is conducted quarterly wherein a video is shown in various languages. The video provides an explanation of programs to the parents in their native languages. Administrators, teachers, bilingual guidance counselors, translators, and the parent coordinator are available at the parent orientation.

Entitlement letters are distributed by the ESL teachers to the students in their classes. A copy of the letters is kept in the teachers' files. Parent survey and selection forms are returned after the parent orientation meeting.

The trend is towards significantly more parents choosing the Freestanding ESL program, with a significant decrease in parental choice of Bilingual and Dual Language programs.

Programs offered are aligned with parent requests

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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							1	1	2					4
Push-In							3	4	4					11
Total	0	0	0	0	0	0	4	5	6	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	332	Newcomers (ELLs receiving service 0-3 years)	271	Special Education	42
SIFE	8	ELLs receiving service 4-6 years	45	Long-Term (completed 6 years)	8

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 274	<input type="checkbox"/> 7	<input type="checkbox"/> 15	<input type="checkbox"/> 50	<input type="checkbox"/> 1	<input type="checkbox"/> 20	<input type="checkbox"/> 8	<input type="checkbox"/> 0	<input type="checkbox"/> 7	<input type="checkbox"/> 332
Total	<input type="checkbox"/> 274	<input type="checkbox"/> 7	<input type="checkbox"/> 15	<input type="checkbox"/> 50	<input type="checkbox"/> 1	<input type="checkbox"/> 20	<input type="checkbox"/> 8	<input type="checkbox"/> 0	<input type="checkbox"/> 7	<input type="checkbox"/> 332

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	17	18					45
Chinese							66	76	101					243
Russian														0
Bengali								2						2
Urdu							8	4	4					16
Arabic														0
Haitian														0
French														0
Korean							1	3	1					5
Punjabi														0
Polish														0
Albanian														0
Other							15	3	3					21
TOTAL	0	0	0	0	0	0	100	105	127	0	0	0	0	332

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.

Three out of four CTT-ELL classes are homogeneous (all beginners). One of the CTT-ELL classes is heterogeneous, consisting of B, I, and A students. These classes receive from 13 to 17 periods of CTT teaching with an ESL teacher. All other ELLs are served by the pull out model with eight periods a week for beginners and intermediates, and four periods for advanced aligned with NYS CR Part 154.

Content area instruction is delivered within CTT classes with both content area and ESL teachers. In all classes throughout the school, content area teachers have received staff development in strategies for modifying instruction for ELLs and implementing ESL methodology; i.e., scaffolding, bilingual word walls, bilingual glossaries, technology, and graphic organizers.

SIFE students are provided with differentiated instruction, which will include grouping by ability and need to focus on developing specific targeted skills in order to maximize gains.

Newcomer classes are formed to provide basic vocabulary and skills. ESL technology such as Rosetta Stone is utilized effectively. Extended day programs are available before and after school.

Long-term ELLs are provided with differentiated instruction targeted to their individual language development.

PLAN FOR LONG TERM ELLs

During the 2010-2011 school year we will implement the following interventions and activities to support the learning of our long term English Language Learners:

- Rosetta Stone, a computer based program designed to accelerate the acquisition of listening and speaking skills, will be used during small group instructional periods.
- Achieve 3000, a web based program that addresses listening, reading and writing skills will be used with intermediate and advanced students during ESL and some social studies periods. The program provides level-set activities aligned with the individual needs of each student.
- Long term ELLs will attend advisory classes conducted jointly by an ESL and a general education teacher to make content area subjects more accessible to students.
- A multi-sensory approach to teaching reading using the Wilson Reading Program will be piloted for use with ELLs.
- We will continue to use a cooperative team teaching model in which ESL teachers push into core subject classes composed entirely of ELLs.
- Residency programs integrating literacy with the arts will provide alternative venues for improving language skills.
- We will purchase additional bilingual books for our library and classrooms.
- A bilingual guidance counselor will meet with students and their families during the school day and after school to provide additional guidance support.
- AIS services for long term ELLs will be provided after school at least bi-weekly.
- A Family Literacy Program which provides language, literacy and technology instruction for parents and students will be scheduled bi-weekly.

ELL students with disabilities whose IEP recommends ESL or bilingual or ESL instruction is provided with the appropriate instruction and setting as per the IEP recommendations and goals.

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.			
NLA Usage/Support	TBE		
100%			
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

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

Middle School Principals have become central to the vision guiding all efforts in educating our ELL students. The middle school model gives careful attention to the development of both cognitive and affective domains. Central to the implementation of Middle School Principles is the 'house' model. House members decide on a name for their house and generally occupy a section of the building for most of the day, providing students and teachers a sense of ownership of their learning environment. Said houses are at the heart of delivery of

content material and affective elements of the instructional program. The house structure enables teachers to share best practices and plan for effective ways to address students' individual needs. Time is programmed for teachers to meet. ESL teachers attend these house meetings to address language related instructional issues as well as issues that relate to the individual needs of students receiving ESL instruction, such as classroom testing and ways to differentiate instruction. At the house meetings, recommendations are made for SETSS and other related services for ELLs. These interventions include:

- Title III after-school programs.
- AIS Services
- Tutorials (both teacher-student tutoring and peer tutoring)
- Small Group Instruction
- Differentiated Instruction
- ELL Advisories in Content Areas
- SETSS
- OST Homework Help.
- Evening Programs for Students and Parents
- Facilitating extended test times in classroom settings

Cooperative learning technology is implemented throughout the school for ELLs, including the software programs Rosetta Stone, Achieve 3000, and Brain Pop Math. Smart Boards are accessible in the content area classrooms to scaffold instruction and provide interactive learning for ELLs.

Native language support is delivered through use of scaffolding, bilingual word walls, bilingual glossaries, technology, and graphic organizers.

Transitional support is provided for an additional 2 years to ELL's who, based on their NYSESLAT level, have attained proficiency. Such students receive the following test modifications on all formal and informal assessments: 1 ½ times, testing in separate location, usage of a bilingual glossary, and passage read 3 times on ELA tests.

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)?

N/A

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.

There is a multifaceted plan for providing ongoing support for all teachers in the development of strategies geared towards maximizing the educational experience for ELLs. Teachers and paraprofessionals receive benefit from the time in excess of minimum requirements, spent in advancing their skills in this area. A summary of these endeavors follows below:

ESL teachers attend conferences throughout the Metropolitan area in order to support academic growth for ELLs. For example, Quality Teaching for English Learners (QTEL) workshops, directed by Dr. Aida Walqui, Ph.D., emphasize the most current and effective research-based methodologies.

Staff Development Initiatives /ELL Staff Development at House Meetings:

ESL teachers provide strategies, modifications and materials to colleagues for scaffolding content area instruction for ELLs. Additionally, they interpret data specific to speaking, listening, reading, and writing acquisition and achievement. The focus is on the implementation of unpacking academic language and differentiating instruction.

Turnkey Staff Development:

ESL teachers attend conferences throughout New York City, as well as BOCES and BETAC workshops, turnkeying information that can drive instruction in the core curriculum, infusing the language objective of making content comprehensible for ELLs and helping them transition from BICS TO CALP.

Staff Development for ELL and Content Area Teachers:

The focus is on incorporating academic language in content areas aligned with the core curriculum and New York State and National Standards. Emphasis includes implementing strategies such as forming and analyzing "juicy sentences" and using manipulative to extend and contextualize vocabulary development that unpacks academic language.

Additionally, teachers are introduced to new ELL pedagogy in print, such as Developing Academic Language by Jeff Zweirs.

As of November 1, 2010, during Monday Planning Periods, ESL teachers will have an opportunity to interface with instructional staff in all content areas to further implement the data driven instruction.

E. Parental Involvement

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

Parent involvement at IS 237 is ongoing. Parents are invited to every activity and meeting where translators are always available. Parents are given an opportunity to meet and greet the teachers at quarterly orientations. Parents are also invited to attend additional workshops throughout the year where they may learn about the new core curriculum, standards, assessments, and how to help their children at home. The school makes every attempt to send parent information, letters, and calendars in students' native languages. The bilingual school guidance counselors are continually in touch with the parents throughout the school year.

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)							46	58	80					184
Intermediate(I)							48	23	31					102
Advanced (A)							11	24	16					51
Total	0	0	0	0	0	0	105	105	127	0	0	0	0	337

NYSESLAT Modality Analysis														
Modality	Proficiency	K	1	2	3	4	5	6	7	8	9	10	11	12

Aggregate	Level												
LISTENING /SPEAKING	B							37	51	43			
	I							15	16	38			
	A							26	23	31			
	P							22	15	15			
READING/ WRITING	B							44	52	77			
	I							13	31	28			
	A							38	19	21			
	P							5	3	1			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	23	3	1	42
7	21	14	0	0	35
8	31	11	0	0	42
NYSAA Bilingual Spe Ed	0	0	1	9	10

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	1	4	11	9	27	14	9	6	81
7	3	12	3	20	3	35	0	14	90
8	1	9	3	22	1	39	3	22	100
NYSAA Bilingual Spe Ed	0	0	0	0	1	0	8	0	9

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

NYS Social Studies

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

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

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

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

The data patterns reveal that students progress to Proficiency in Listening/Speaking skills while having difficulty in reaching Proficiency in Reading/Writing skills. Additionally, ELLs are taking longer than 3 years to become Proficient in English.

This year, more than $\frac{3}{4}$ of the ELL population are Beginners and Low Intermediates. The majority of students are recent immigrants, having been in the United States less than two years.

Patterns across NYSESLAT modalities indicate that students plateau at Intermediate and Advanced Levels in Reading/Writing, while they are unable to attain Proficiency in order to pass NYSESLAT, ELA, and Standardized exams. Therefore, our emphasis will be on reading and writing for academic proficiency. To that end, the school has implemented Achieve 3000, a computer based reading and writing program targeting those students.

For the preponderance of ELLs who are Beginner and Low Intermediate, instruction will be centered on all four modalities with an emphasis on comprehensible input. To this end, the school has purchased Rosetta Stone, a technology program which we will use for Beginners. Additionally, Smart Boards will supplement instruction through interactive learning.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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